

Fig.1

Competencies DATA Collection Process

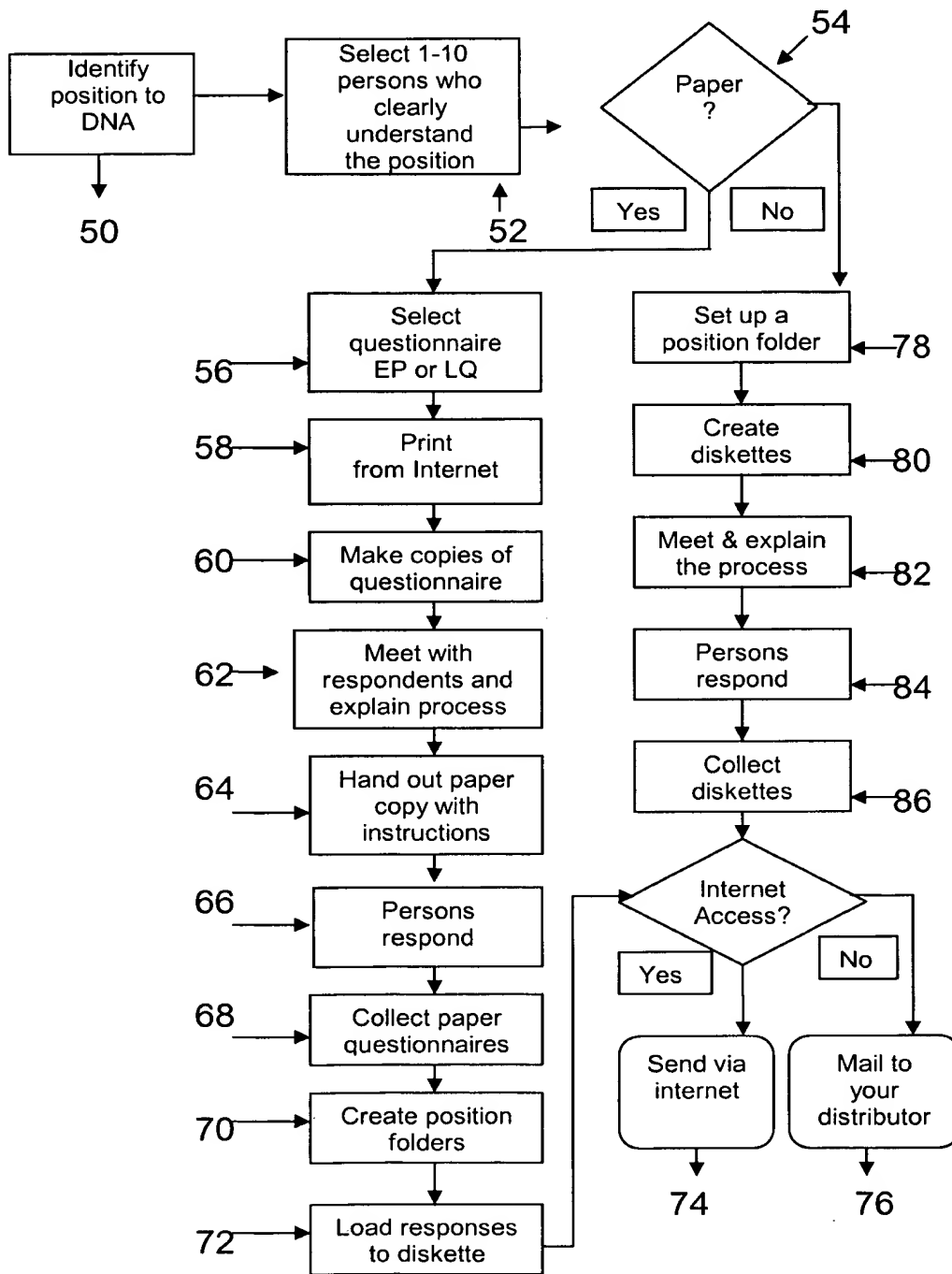


Fig. 2

Position Survey

**Identifying, Prioritizing and Calibrating
Performance Criteria**

Fig. 3A

FOR ADMINISTRATIVE PURPOSES ONLY:

Job Code:

Name of Organization:

Title and Department of Position Being Analyzed:

Check One:

- ☐ Newly Created Position
- ☐ Existing Position
- ☐ Significant Changes in an Existing Position

Respondent's relationship to the position being analyzed:

- ☐ Has this position now (incumbent)
- ☐ Has had this position or one like it in the past (past incumbent)
- ☐ Manages this position now
- ☐ Has managed this position or positions like this in the past
- ☐ Reports to this position
- ☐ Is a customer of this position
- ☐ Works closely with this position

Name of Respondent:

Response Code:

Title and Department of Respondent:

Fig. 3B

INSTRUCTIONS FOR COMPLETING THE QUESTIONNAIRE

REMEMBER, FOCUS ON THE POSITION, NOT PEOPLE!

The questionnaire you will be responding to includes and significantly expands upon the research and emphasis on competence that has been ongoing for over twenty years in both business and education. The objective of the Position Analysis is to identify the competencies required for superior performance in a position. The process analyzes the responses from 1-10 people including past and current incumbents, supervisors and others who understand the position. The responses, including the differences, present unique opportunities for productive dialogue and clarification of issues relevant to employee selection, development, performance management and succession planning.

Let the Job Talk!

Before completing the questionnaire, a word of caution is in order. As tempting as it may be to answer the questions in terms of how you perform in the position or how you would like to perform in it, do not allow yourself to lapse into that mindset. The quality of the data is contingent upon your ability to answer the questions from an objective perspective. The intent of the questionnaire is to focus on the position in terms of what it requires for superior performance not on how people currently perform in the position.

When thinking about this position, there are three voices that you will hear:

1. The voice of how the work is currently being performed.
2. The voice of how you like the work to be performed.
3. The voice of the work telling you how the work should be performed.

Do your very best to listen to the third voice when completing this questionnaire. Only the third voice will speak clearly about how the work should be performed.

A Word About Hard Skills....

As organizations evolve from highly structured hierarchies to flatter more fluid forms, soft skill competencies are becoming at least as important as hard skills. This questionnaire, therefore, has intentionally ignored the analysis of the hard or technical skills required for superior performance. We find that many organizations have an understanding of the technical skills and knowledge necessary to perform in positions specific to functional areas within their industry. The purpose of this questionnaire is to clarify and prioritize the more obscure yet essential soft skill competencies. The technical or hard skills will need to be analyzed by organization utilizing a separate process.

SECTION ONE

REMEMBER, FOCUS ON THE POSITION, NOT PEOPLE!

Section one defines various elements of the position. Read each of the statements and check all of the elements that pertain to the position being analyzed.

EXAMPLE

1. This position has the authority to: (Check all that apply)

- | | |
|-------------------------------------|--|
| <input type="checkbox"/> | hire and/or fire employees |
| <input checked="" type="checkbox"/> | establish performance objectives for others |
| <input type="checkbox"/> | conduct and sign performance evaluations |
| <input type="checkbox"/> | place employees in a disciplinary process |
| <input type="checkbox"/> | grant salary adjustments and/or increases |
| <input checked="" type="checkbox"/> | change processes, procedures or schedules with approval |
| <input checked="" type="checkbox"/> | change processes, procedures or schedules without approval |
| <input type="checkbox"/> | change the objectives of the position |

As you can see from the example, this position has the authority to establish performance objectives for others and change processes, procedures or schedules with or without approval.

1. This position has the authority to: (Check all that apply)

- | | | |
|--------------------------|--|------------|
| <input type="checkbox"/> | hire and/or fire employees | B3, A3 |
| <input type="checkbox"/> | establish performance objectives for others | B1, P3, A3 |
| <input type="checkbox"/> | Conduct and sign performance evaluations | P3, A3 |
| <input type="checkbox"/> | Place employees in a disciplinary process | P3, A3 |
| <input type="checkbox"/> | grant salary adjustments and/or increases | B3, P4, A4 |
| <input type="checkbox"/> | change processes, procedures or schedules with approval | P2, A2 |
| <input type="checkbox"/> | change processes, procedures or schedules without approval | B4, P4, A4 |
| <input type="checkbox"/> | change the objectives of the position | P4, A4 |

2. This position's financial responsibility, authority and control is in:
(Check all that apply)

- | | | |
|--------------------------|---|------------|
| <input type="checkbox"/> | Managing personal business expenses | |
| <input type="checkbox"/> | participating in the budgeting process | |
| <input type="checkbox"/> | preparing the final budget | B3 |
| <input type="checkbox"/> | administering funds (signing purchase orders or checks) | B4, A4 |
| <input type="checkbox"/> | approving budgets of others | B3, P1, A4 |
| <input type="checkbox"/> | meeting profit goals and controlling losses | B4, A4 |
| <input type="checkbox"/> | formulating policies | B4, P1, A4 |

Fig. 3D

SECTION ONE (CONTINUED)

REMEMBER, FOCUS ON THE POSITION, NOT PEOPLE!

3. Decision-making authority in this position is demonstrated by:
(Check all that apply)

_____ providing input or participating in the collection of data
_____ voting or influencing team decisions
_____ making decisions about processes or procedures **A2**
_____ making policy decisions **A4**

4. This position is held accountable for the following performance objectives:
(Check all that apply)

_____ personal performance objectives only
_____ directing or facilitating the work efforts of a team or shift **P3, A4**
_____ meeting a team, shift or business unit objectives **B3, P4, A4**
_____ multiple teams, shifts or business units' objectives **B4, P4, A5**
_____ the business objectives of the entire organization **B5, P5, A5**

5. The consequences for the organization when mistakes are made in this position are: (check all that apply)

_____ lost business opportunities
_____ lost time
_____ lost equipment or resources
_____ lost productivity
_____ lost customers
_____ lost revenue or profits
_____ lost reputation, image or credibility

6. Employees in this position have access to: (Check all that apply)

_____ cash/checks
_____ valuable inventory or merchandise
_____ vital systems and/or equipment
_____ dangerous chemicals
_____ controlled substances (drugs)
_____ customer lists
_____ financial data
_____ trade secrets
_____ negotiable securities
_____ bank accounts

Fig. 3E

SECTION TWO

REMEMBER, FOCUS ON THE POSITION, NOT PEOPLE!

Section two focuses on various behavioral requirements of the position. Read each position requirement and rank its importance to the position by circling a number from 1-6.
1= essential and 6= not necessary.

[VI]		[I]		RANKING SCALE [NI]	
Essential			Not Necessary		
1	2	3	4	5	6
It is essential to demonstrate this behavior for superior performance.	It is important to demonstrate this behavior for superior performance.	It is sometimes important to demonstrate this behavior for superior performance.	It can be helpful but not necessary to demonstrate this behavior for superior performance.	It is not necessary to demonstrate this behavior for superior performance.	Demonstrating this behavior can undermine superior performance.

EXAMPLE

1. Anticipating events, taking initiative and acting rather than waiting for direction:

Essential				Not Necessary	
1	2	3	4	5	6

As you can see from the example, anticipating events, taking initiative and acting rather than waiting for direction is ranked as a 5, or relatively insignificant in the position.

1. Anticipating events, taking initiative and acting rather than waiting for direction:

14, 23

Essential				Not Necessary	
1	2	3	4	5	6

DI

2. Reacting to events and waiting for direction before acting:

Essential				Not Necessary	
1	2	3	4	5	6

SC

3. Taking personal responsibility for actions and/or results:

11,14,23

Essential				Not Necessary	
1	2	3	4	5	6

DSC

I

Fig. 3F

SECTION TWO (CONTINUED)

REMEMBER, FOCUS ON THE POSITION, NOT PEOPLE!

4. Being accountable for producing results:

11,14,23

Essential				Not Necessary	
1	2	3	4	5	6

DI

UI

5. Treating all people fairly and with respect:

5,13,19

Essential				Not Necessary	
1	2	3	4	5	6

SC

Soc

6. Being sensitive to different races, nationalities, cultures, sexes, disabilities:

5,13,19

Essential				Not Necessary	
1	2	3	4	5	6

S

Soc

7. Establishing and maintaining key alliances or partnerships within the organization:

3,8,13,15,17

Essential				Not Necessary	
1	2	3	4	5	6

DI

8. Establishing and maintaining key alliances or partnerships outside the organization:

8,13,15,17

Essential				Not Necessary	
1	2	3	4	5	6

DI

9. Continuously learning for career advancement:

20

Essential				Not Necessary	
1	2	3	4	5	6

T

10. Continuously learning to keep current or ahead of technology:

20

Essential				Not Necessary	
1	2	3	4	5	6

TUI

Fig.3G

SECTION TWO (Continued)

REMEMBER, FOCUS ON THE POSITION, NOT PEOPLE!

11. Inspiring others with a compelling vision, purpose or goal:

1,8,5,18,21

Essential				Not Necessary	
1	2	3	4	5	6

V I Tr

12. Coaching and counseling:

2,4,19

Essential				Not Necessary	
1	2	3	4	5	6

IS

Soc

13. Recognizing and appreciating the contributions of others:

2,5

Essential				Not Necessary	
1	2	3	4	5	6

I

Soc

14. Encouraging, supporting and mentoring the development of others:

2

Essential				Not Necessary	
1	2	3	4	5	6

IS

Soc

15. Understanding and adapting to the needs of different people:

3,4,5,19

Essential				Not Necessary	
1	2	3	4	5	6

Soc

16. Commanding and exercising authority in decisions affecting people:

1,22

Essential				Not Necessary	
1	2	3	4	5	6

DI

VI

17. Commanding and exercising authority in decisions on how to spend money and allocate resources:

16,17,22

Essential				Not Necessary	
1	2	3	4	5	6

VI

Fig. 3H

SECTION TWO (Continued)

REMEMBER, FOCUS ON THE POSITION, NOT PEOPLE!

18. Commanding and exercising authority in strategic decisions:

1,12,15,16,17,21,22

Essential				Not Necessary	
1	2	3	4	5	6

VI

19. Commanding and exercising authority in making policy:

1,15,16,17,21,22

Essential				Not Necessary	
1	2	3	4	5	6

VI

20. Referring important decisions to someone in authority:

Essential				Not Necessary	
1	2	3	4	5	6

S

Soc

21. Effectively handling sensitive issues within the organization:

13

Essential				Not Necessary	
1	2	3	4	5	6

22. Effectively utilizing people:

3,10,12

Essential				Not Necessary	
1	2	3	4	5	6

V

23. Building effective teams:

2,3,4

Essential				Not Necessary	
1	2	3	4	5	6

24. Holding people accountable:

1,2,14,16

Essential				Not Necessary	
1	2	3	4	5	6

u I Tr

Fig. 3I

SECTION TWO (Continued)

REMEMBER, FOCUS ON THE POSITION, NOT PEOPLE!

25. Delegating responsibility and empowering others:

2

Essential				Not Necessary	
1	2	3	4	5	6

26. Striving for continuous improvement:

20,23

Essential				Not Necessary	
1	2	3	4	5	6

TA

27. Demonstrating genuine concern, caring and compassion for others:

5,19

Essential				Not Necessary	
1	2	3	4	5	6

IS

Soc

28. Meeting deadlines:

11,12,23

Essential				Not Necessary	
1	2	3	4	5	6

29. Effectively handling sensitive issues outside the organization:

13

Essential				Not Necessary	
1	2	3	4	5	6

30. Effectively utilizing funds:

6,16,22

Essential				Not Necessary	
1	2	3	4	5	6

U

31. Effectively utilizing material equipment, etc:

6,16

Essential				Not Necessary	
1	2	3	4	5	6

U

Fig. 3J

REMEMBER, FOCUS ON THE POSITION, NOT PEOPLE!

32. Seeing unique or unusual perspectives:

7,10,21

Essential				Not Necessary	
1	2	3	4	5	6

UAI

33. Identifying patterns, themes or connections not noticed by others:

7,10,21

Essential				Not Necessary	
1	2	3	4	5	6

UA

34. Trying new methods, techniques and processes:

7,10

Essential				Not Necessary	
1	2	3	4	5	6

DI

UA

35. Increasing quantity, output or yield:

3,6,7,11,22

Essential				Not Necessary	
1	2	3	4	5	6

D

U

36. Working quickly or reducing the time needed to perform work:

3,6,7,11,22

Essential				Not Necessary	
1	2	3	4	5	6

D

U

37. Improving quality or processes:

3,6,7,11

Essential				Not Necessary	
1	2	3	4	5	6

C

38. Reducing or eliminating costs:

6,7,11,17,22

Essential				Not Necessary	
1	2	3	4	5	6

U

Fig.3K

SECTION TWO (Continued)

REMEMBER, FOCUS ON THE POSITION, NOT PEOPLE!

39. Serving customers face to face:

9,18

Essential				Not Necessary	
1	2	3	4	5	6

IS

Soc

40. Making presentations to customers:

9,15,18

Essential				Not Necessary	
1	2	3	4	5	6

I

41. Serving customers on the telephone:

9

Essential				Not Necessary	
1	2	3	4	5	6

S

Soc

42. Communicating with customers in writing:

8,9

Essential				Not Necessary	
1	2	3	4	5	6

43. Communicating with customers on the Internet:

8,9

Essential				Not Necessary	
1	2	3	4	5	6

Fig. 3L

SECTION THREE

REMEMBER, FOCUS ON THE POSITION, NOT PEOPLE!

Section three focuses on the measurement of some typical aspects of the position. The statements refer to normal circumstances, not just an occasional situation that may arise in the position. Circle a number from 1-6. 1= extensive and 6 = very little.

RANKING SCALE

Extensive			Very Little		
1	2	3	4	5	6

EXAMPLE

The typical:

- Speed at which change occurs in areas such as tasks, priorities, job responsibilities, processes or procedures:

Extensive			Very Little		
1	2	3	4	5	6

As you can see from the example, the typical speed at which change is occurring in areas such as tasks, priorities, job responsibilities, processes or procedures is ranked a 2, or fairly extensive.

The typical:

- Speed at which occurs in areas such as tasks, priorities, job responsibilities, processes or procedures:

10,20

Extensive			Very Little		
1	2	3	4	5	6

DI

- Level of activity on given day is:

Extensive			Very Little		
1	2	3	4	5	6

DI

- Opportunity for training or learning is:

20

Extensive			Very Little		
1	2	3	4	5	6

T

- Amount of change occurring in areas such as tasks, priorities, job responsibilities, processes or procedures is:

10,20

Extensive			Very Little		
1	2	3	4	5	6

DI

Fig.3M

SECTION THREE (Continued)

REMEMBER, FOCUS ON THE POSITION, NOT PEOPLE!

The typical:

5. Extent to which tasks vary is:

10

Extensive				Very Little	
1	2	3	4	5	6

DI

6. Amount of freedom to act without checking with someone in authority is:

23

Extensive				Very Little	
1	2	3	4	5	6

DI

7. Amount of freedom to move around and set personal schedules is:

23

Extensive				Very Little	
1	2	3	4	5	6

DI

8. Necessity for repeating tasks is:

Extensive				Very Little	
1	2	3	4	5	6

SC

9. Necessity for influencing others is:

15

Extensive				Very Little	
1	2	3	4	5	6

DI

10. Necessity for supervising others is:

4

Extensive				Very Little	
1	2	3	4	5	6

11. Necessity for dealing with customers is:

9,18

Extensive				Very Little	
1	2	3	4	5	6

IS

Soc

Fig.3N

SECTION THREE (Continued)

REMEMBER, FOCUS ON THE POSITION, NOT PEOPLE!

The typical:

12. Necessity for resolving interpersonal conflict is:

4,5,17,18,19

Extensive				Very Little	
1	2	3	4	5	6

D

13. Necessity for critical thinking is:

6

Extensive				Very Little	
1	2	3	4	5	6

DC

14. Necessity for employee discipline is:

4

Extensive				Very Little	
1	2	3	4	5	6

DC

T

15. Necessity for resolving fairly simple problems is:

6

Extensive				Very Little	
1	2	3	4	5	6

16. Necessity for resolving complex problems is:

6

Extensive				Very Little	
1	2	3	4	5	6

DC

T

17. Necessity for decision making is:

22

Extensive				Very Little	
1	2	3	4	5	6

18. Amount of authority is:

1,14,16

Extensive				Very Little	
1	2	3	4	5	6

D

TUI

Fig.30

SECTION THREE (Continued)

REMEMBER, FOCUS ON THE POSITION, NOT PEOPLE!

The typical:

19. Necessity for dealing with competition in the marketplace is:

7,11,14,18,20,21

Extensive				Very Little	
1	2	3	4	5	6

TUI

20. Necessity for developing a plan of action to meet goals (strategic planning) is:

1,8,10,11,12,16,21

Extensive				Very Little	
1	2	3	4	5	6

DC

U

21. Necessity for developing detailed long-range plans is:

12,21

Extensive				Very Little	
1	2	3	4	5	6

22. Necessity for detailed organizing is:

12

Extensive				Very Little	
1	2	3	4	5	6

C

23. Necessity for developing detailed short-range plans is:

12

Extensive				Very Little	
1	2	3	4	5	6

U

24. Necessity for comprehensive time-management is:

12,23

Extensive				Very Little	
1	2	3	4	5	6

Fig.3P

SECTION THREE (Continued)

REMEMBER, FOCUS ON THE POSITION, NOT PEOPLE!

The typical:

25. Necessity for maintaining composure is:

23

SC

Extensive				Very Little	
1	2	3	4	5	6

26. Necessity for optimism is:

DI

Extensive				Very Little	
1	2	3	4	5	6

27. Necessity for using caution is:

C

Extensive				Very Little	
1	2	3	4	5	6

28. Level of decision-making risk is:

1,14

Extensive				Very Little	
1	2	3	4	5	6

29. Necessity for creativity or innovation is:

7,10,21

Extensive				Very Little	
1	2	3	4	5	6

UA

30. Extent to which difficult decisions need to be made is:

14

Extensive				Very Little	
1	2	3	4	5	6

Fig.3Q

SECTION THREE (Continued)

REMEMBER, FOCUS ON THE POSITION, NOT PEOPLE!

The typical:

31. Extent to which unpopular decisions need to be made is:

4,13,14

Extensive				Very Little	
1	2	3	4	5	6

DC

32. Amount of uncertainty about goals, direction, job tasks or expectations is:

Extensive				Very Little	
1	2	3	4	5	6

33. Necessity for continued learning is:

20

Extensive				Very Little	
1	2	3	4	5	6

T

34. Necessity for working closely with others is:

3

Extensive				Very Little	
1	2	3	4	5	6

IS

Soc

35. Necessity for effective listening is:

5

Extensive				Very Little	
1	2	3	4	5	6

S

36. Necessity for counseling others is:

2,4,19

Extensive				Very Little	
1	2	3	4	5	6

IS

Soc

Fig.3R

SECTION THREE (Continued)

REMEMBER, FOCUS ON THE POSITION, NOT PEOPLE!

The typical:

37. Necessity to delegate work to others is:

Extensive				Very Little	
1	2	3	4	5	6

38. Necessity for measuring the performance of others is:

1,12,16

Extensive				Very Little	
1	2	3	4	5	6

39. Necessity for coaching or mentoring others is:

2,3,4,19

Extensive				Very Little	
1	2	3	4	5	6

IS

SOC

40. Amount of paperwork is:

Extensive				Very Little	
1	2	3	4	5	6

C

41. Necessity for adhering to standard procedures is:

Extensive				Very Little	
1	2	3	4	5	6

C

Tr

42. Necessity for following policies is:

Extensive				Very Little	
1	2	3	4	5	6

SC

Tr

Fig. 3S

SECTION THREE (Continued)

REMEMBER, FOCUS ON THE POSITION, NOT PEOPLE!

The typical:

43. Necessity for persistence is:

Extensive				Very Little	
1	2	3	4	5	6

SC

44. Impact on product quality is:

12

Extensive				Very Little	
1	2	3	4	5	6

C

45. Necessity for considering the needs of others is:

5,19

Extensive				Very Little	
1	2	3	4	5	6

IS

Soc

46. Necessity for negotiating is:

17,19

Extensive				Very Little	
1	2	3	4	5	6

DI

U

47. Impact on quality service is:

9

Extensive				Very Little	
1	2	3	4	5	6

Soc

48. Impact on the organization's image is:

9

Extensive				Very Little	
1	2	3	4	5	6

IC

A

Fig. 3T

SECTION THREE (Continued)

REMEMBER, FOCUS ON THE POSITION, NOT PEOPLE!

The typical:

49. Amount of contact with external customers, vendors and community is:

9,13,15,17,18

Extensive				Very Little	
1	2	3	4	5	6

DIS

50. Amount of face-to-face communication/conversation is:

5

Extensive				Very Little	
1	2	3	4	5	6

DI

51. Amount of telephone communication is:

Extensive				Very Little	
1	2	3	4	5	6

52. Amount of electronic (computer) communication is:

8

Extensive				Very Little	
1	2	3	4	5	6

53. Amount of written communication is:

8

Extensive				Very Little	
1	2	3	4	5	6

54. Amount of presentations and public speaking is:

13,15,18

Extensive				Very Little	
1	2	3	4	5	6

DI

55. Necessity for writing proposals, reports, newsletters or other business documents is:

8,20

Extensive				Very Little	
1	2	3	4	5	6

Fig.3U

Scoring Key for Section 1 of POSITION SURVEY

12 B's

13 P's

18 A's

If no _____ by _____ A

No B	=	No
B1	=	Slight
B2	=	Moderate
B3	=	Moderate
B4	=	Significant
B5	=	Major

No P	=	_____
P1	=	_____
P2	=	_____
P3	=	_____
P4	=	_____
P5	=	_____

No A	=	_____
A1	=	_____
A2	=	_____
A3	=	_____
A4	=	_____
A5	=	_____

Fig. 4A

Classification of Position Issues from Section 1 of POSITION SURVEY

Responsibility for Results

No	Slight	Moderate	Significant	Major
----	--------	----------	-------------	-------

Responsibility for Results Through People

No	Slight	Moderate	Significant	Major
----	--------	----------	-------------	-------

Authority

No	Slight	Moderate	Significant	Major
----	--------	----------	-------------	-------

Organizational Risks

No	Slight	Moderate	Significant	Major
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Fig. 4B

Applicant: **BONNSTETTER, Bill J., et al.**
Attorney Docket No. **P03773US1**
Title: **POSITION ANALYSIS SYSTEM
AND METHOD**
REPLACEMENT SHEET 25 OF 151

Competency	§ II Q's	+	§III Q's	=Total Q's
1	5	+	4	9
2	6	+	3	9
3	7	+	2	9
4	3	+	6	9
5	5	+	4	9
6	6	+	3	9
7	7	+	2	9
8	5	+	4	9
9	5	+	4	9
10	2	+	7	9
11	7	+	2	9
12	3	+	6	9
13	6	+	3	9
14	4	+	5	9
15	6	+	3	9
16	6	+	3	9
17	6	+	3	9
18	3	+	6	9
19	5	+	4	9
20	3	+	6	9
21	5	+	4	9
22	8	+	1	9
23	5	+	4	9

Scoring Key

83% to 100%=VI

51% to 82% = I

9% to 50% =NI

Fig.5A

Behavior

	§II Q's	+	§III Q's	=	Total Q's
D	9	+	19	=	28
I	12	+	18	=	30
S	10	+	11	=	21
C	4	+	15	=	19

Values

	§II Q's	+	§III Q's	=	Total Q's
+	3	+	5	=	8
u	17	+	6	=	23
a	4	+	2	=	6
	10	+	6	=	16
Soc	10	+	3	=	13
I	2	+	2	=	4
tr					

Fig. 5B

Performance DNA International, Ltd. Position Report

A complete evaluation of the competencies necessary
to achieve superior performance in the position

Output of all DNA Text

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Fig. 6A

INTRODUCTION

The purpose of this report is to provide insight into the most important performance criteria for the position. Managers or leaders are encouraged to discuss the result of the report with new hires and incumbents to enhance their understanding of performance expectations. The information in this report is particularly valuable to organizations in the following Human Resource activities:

- BUILDING COMPETENCY PROFILES OR MODELS
- DESIGNING PERFORMANCE EVALUATION PROCESSES
- ASSESSING TRAINING AND DEVELOPMENT NEEDS
- DEVELOPING COMPENSATION AND REWARD SYSTEMS
- DESIGNING SUCCESSION PLANNING PROCESSES
- DEVELOPING SELECTION SYSTEMS

Information in the report is based on an objective analysis of data collected from specially selected individuals who understand the position well. Report results reflect a summary of their responses to the Position Survey questionnaire. The report results are generated by a computer analysis of all responses. Hundreds of calculations are performed to determine the key performance criteria of the position. Where there were multiple respondent data, an average composite of all responses is provided.

Each section of the report is designed to address important aspects of the position. Clarity, understanding and consensus on what competencies are required for superior performance is essential to optimize selection, training and development, performance evaluation, rewards, recognition and succession planning programs. Read each section of the report carefully to gain insight into the most important position requirements.

Research indicates that a specific group of competencies are required to produce superior performance in most positions. This report provides detailed descriptions on seven (7) of the most important competencies required for superior performance in the position. Significant differences in respondent rankings of the competencies indicate a need for clarification. It is recommended that the results of the report be discussed with incumbents and management to obtain consensus before integrating the information into Human Resource processes.

The last section of the report provides samples of behavioral interview questions designed to assist hiring authorities to plan structured selection interviews. The questions provide a frame work for comparing candidate competency strengths with the competency requirements of the position. Selection the questions that seem most appropriate to the position being analyzed.

HIERARCHY OF COMPETENCIES

The competencies required for superior performance have been prioritized based on the analysis of responses to the questionnaire. Where there were multiple respondents to the questionnaire, the list represents a composite average of all responses. The hierarchical order of the competencies represents their relative importance to each other in producing superior performance in the position.

HIERARCHY OF COMPETENCIES	
1.	Leadership
2.	Employee Development/Coaching
3.	Teamwork
4.	Conflict Management
5.	Interpersonal Skills
6.	Problem Solving
7.	Creativity/Innovation
8.	Written Communication
9.	Customer Service
10.	Flexibility
11.	Goal Orientation
12.	Planning/Organizing
13.	Diplomacy
14.	Personal Effectiveness
15.	Presenting
16.	Management
17.	Negotiation
18.	Persuasion
19.	Empathy
20.	Continuous Learning
21.	Futuristic Thinking
22.	Decision Making
23.	Self Management



Very Important



Important



Not Important

Fig. 6C

SUGGESTIONS FOR IMPLEMENTING REPORT RESULTS

Before implementing the information in this report, it is recommended that the respondents meet to verify the results of the report. The hierarchy of competencies should not be accepted at face value as a competency model for the position. The hierarchical order of the competencies represents the relative importance of competencies in relationship to each other. Although competencies are shown in a hierarchy, several competencies may be relatively equal in importance.

Position reports on hundreds of positions confirms that it is more practical to eliminate the competencies that are not important for superior performance than to debate the precise order of the most important competencies. Based on the analysis of the responses to the questionnaire, the competencies noted as not important should not be emphasized in selection, training and development, performance evaluation, rewards, recognition or succession planning processes aimed at this position.

The data on hundreds of positions also confirms that differences in respondent rankings of competencies are common. The information in this report is designed to highlight both the differences as well as the similarities between respondent rankings of competencies.

Differences in competency rankings can be attributed to a number of factors. Some respondents may be high performing incumbents with a thorough understanding of the position, while others may be new to the position:

In some cases, respondents will have a different perspective of the importance of competencies by virtue of their unique relationship to the position. For example, a customer of the position may have a tendency to weight the customer service competency over others.

In cases where a position is being impacted by significant change, the difference in perspectives provides a valuable framework for respondents to create the new behavioral blueprint for success together. Working through the results of the report together, respondents can achieve a new level of understanding about how the demonstration of specific behaviors contributes to the fulfillment of the most important accountabilities and responsibilities in the position.

Fig. 6D

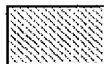
Distribution of Competency Rankings

The distribution of competency rankings illustrates individual differences in responses from multiple respondents to the questionnaire. The hierarchical listing of competencies on the left side of the chart represents the composite ranking of all respondents on each competency. The right side of the chart lists the competency rankings of each individual respondent.

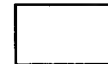
	HIERARCHY OF COMPETENCIES	R1
1	Leadership	1
2	Employee Development/Coaching	2
3	Teamwork	3
4	Conflict Management	4
5	Interpersonal Skills	5
6	Problem Solving	6
7	Creativity/Innovation	7
8	Written Communication	8
9	Customer Service	9
10	Flexibility	10
11	Goal Orientation	11
12	Planning/Organizing	12
13	Diplomacy	13
14	Personal Effectiveness	14
15	Presenting	15
16	Management	16
17	Negotiation	17
18	Persuasion	18
19	Empathy	19
20	Continuous Learning	20
21	Futuristic Thinking	21
22	Decision Making	22
23	Self Management	23



Very Important



Important



Not Important

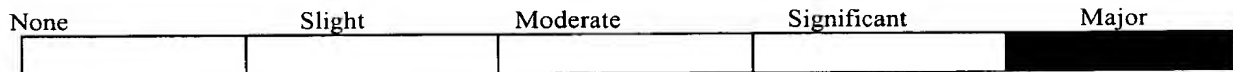
Note: Based on the analysis of the responses to the questionnaire, the order of the competencies indicates three levels of importance shown by the average of the group as well as individual rankings. Competencies that are not important should not be emphasized in selection, training and development, performance evaluation, rewards, recognition or succession planning processes aimed at this position. Significant differences between respondents' rankings may indicate a need for clarification.

Fig. 6E

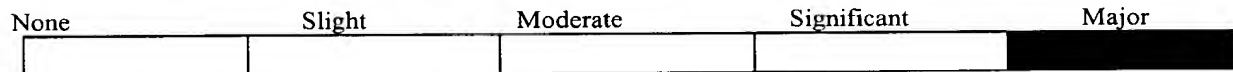
Key Characteristics of the Position

The position has been analyzed relative to four key characteristics. These characteristics are accountability for results, result through people, authority and risk. Based on the responses to the questionnaire, these characteristics have been measured on a sliding scale and are illustrated by a bar graph. The scale range includes none, slight, moderate, significant and major.

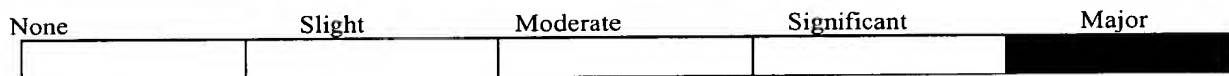
Accountability for Results: This characteristic addresses the accountability for producing measurable results in the position. This includes accountability for meeting financial, operations and/or system objectives.



Results through People: This characteristic addresses the emphasis on producing results through the efforts and cooperation of people. This characteristic is not limited to management or leadership positions. Many non-management or leadership positions in team-based organizational structures depend heavily upon the efforts and cooperation of people to produce results.



Authority: This characteristic addresses the level of authority that exists in the position. Evidence of authority can be found in the ability to make decisions or changes without prior approval from upper management. This characteristic is not limited to management or leadership positions. In their efforts to become more responsive, many large organizations are finding it necessary to drive decision-making downward. In these organizations, many positions can be characterized by a moderate to significant amount of authority but are not considered management or leadership.



Risks: This characteristic addresses the inherent level of business risk or liability to the organization that exists in the position. Position with indications of moderate, significant or major levels of inherent risk or liability to the organization may warrant the use of drug, alcohol and/or other appropriate assessments in their selection and management systems.

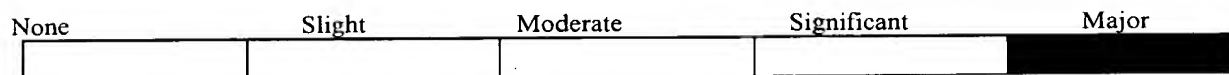


Fig. 6F

SUMMARY OF TOP COMPETENCIES

This report focuses on soft skill competencies because they are usually more difficult to identify or assess than technical competencies or experience. Observing the behaviors people use to produce superior performance can provide insight into the demonstration of competencies. Seven (7) of the most important competencies required to produce superior performance are described below in terms of observable behaviors. The behaviors listed below each competency provide examples of some of the ways the competency is demonstrated. Read each behavior and check the ones that must be demonstrated to produce superior performance in the position. More importance is typically placed on those behaviors that must be demonstrated consistently on a daily, weekly or monthly basis.

1. LEADERSHIP: Achieving extraordinary business results through people.
 - Inspires others with compelling visions.
 - Takes risks for the sake of principles, values or mission.
 - Builds trust and demonstrates integrity with a noticeable congruence between words and actions (walks their talk).
 - Demonstrates optimism and positive expectations of others.
 - Delegates appropriate responsibilities and authority.
 - Involves people in decision that affect them.
 - Addresses performance issues promptly, fairly and consistently.
 - Adapts methods and approaches to the needs and motivations of others.
 - Makes decisions to avoid or mitigate the negative consequences for people.
 - Demonstrates loyalty to constituents.
2. EMPLOYEE DEVELOPMENT/COACHING: Facilitating and supporting the professional growth of others.
 - Expresses confidence in others' ability to perform.
 - Identifies developmental needs.
 - Encourages initiative and improvement.
 - Provides opportunities for training.
 - Gives new, difficult and/or challenging work assignments.
 - Acknowledges and praises improvements.
 - Trains, coaches and mentors others to develop.
 - Views mistakes as opportunities for learning.
 - Promotes learning and growth.

Fig. 6G

SUMMARY OF TOP COMPETENCIES

3. Teamwork: Working effectively and productively with others.
 - Respects team members and their individual perspectives.
 - Makes team mission and objectives a priority.
 - Works toward consensus when team decisions are required.
 - Meets agreed-upon deadlines on team assignments and commitments.
 - Shares responsibility with team members for successes and failures.
 - Keeps team members informed regarding projects.
 - Supports team decisions.
 - Recognizes and appreciates the contributions of team members.
 - Behaves in a manner consistent with team values and mission.
 - Provides constructive feedback to team and its members.
 - Responds positively to feedback from team members.
 - Raises and/or confronts issues limiting team effectiveness.
4. CONFLICT MANAGEMENT: Addressing and resolving conflict constructively.
 - Readily identifies and addresses issues, concerns or conflicts.
 - Recognizes opportunities for positive outcomes in conflict situations.
 - Reads situations quickly and accurately to pinpoint critical issues.
 - Listens to gain understanding of an issue from different perspectives.
 - Diffuses tension and effectively handles emotional situations.
 - Assists people in adversarial positions to identify common interests.
 - Strives to settle differences equitably.
 - Settles differences without damaging relationships.
5. INTERPERSONAL SKILLS: Effectively communicating, building rapport and relating well to all kinds of people.
 - Strives for self-awareness.
 - Demonstrates sincere interest in others.
 - Treats all people with respect, courtesy and consideration.
 - Respects differences in the attitudes and perspectives of others.
 - Listens, observes and strives to gain understanding of others.
 - Communicates effectively.
 - Sensitive to diversity issues.
 - Develops and maintains relationship with many different kinds of people regardless of cultural differences.

Fig. 6H

SUMMARY OF TOP COMPETENCIES

6. **PROBLEM SOLVING:** Anticipating, analyzing, diagnosing and resolving problems.
 - Anticipates, identifies and resolves problems or obstacles.
 - Utilizes logic and systematic processes to analyze and solve problems.
 - Defines the causes, effects, impact and scope of problems.
 - Identifies the multiple components of problems and their relationships.
 - Prioritizes steps to solution.
 - Develops criteria for optimum solutions.
 - Evaluates the potential impact of possible solutions and selects the best one.

7. **CREATIVITY/INNOVATION:** Adapting traditional or devising new approaches, concepts, methods, models, designs, processes, technologies and/or systems.
 - Notices unique patterns, variables, processes, systems or relationships.
 - Expresses non-traditional perspectives and/or novel approaches.
 - Synthesizes and/or simplifies data, ideas, models, processes or systems.
 - Challenges established theories, methods and/or protocols.
 - Encourages and promotes creativity and innovation.
 - Modifies existing concepts, methods, models, designs, processes, technologies and systems.
 - Develops and tests new theories to explain or resolve complex issues.
 - Applies unorthodox theories and/ or methods.
 - Imagines new or revolutionary concepts, methods, models, designs, processes, technology, systems, products, services or industries.

8. **WRITTEN COMMUNICATION:** Writing clearly, succinctly and understandably.
 - Writes in ways that make abstract concepts, issues and information clear and understandable.
 - Utilizes a wide range of appropriate writing techniques and methods.
 - Succinctly presents objective or subjective viewpoints and arguments.
 - Achieves communication objectives by organizing information in logical sequences that lead readers to come to natural conclusions.
 - Determines what information needs to be communicated.
 - Deftly utilizes written language to convey key messages and meaning.
 - Effectively involves readers in the material.
 - Adjusts writing style to specific audiences as needed.

Fig.6I

SUMMARY OF TOP COMPETENCIES

9. **CUSTOMER SERVICES:** Anticipating, meeting and/or exceeding customer needs, wants and expectations.
- Strives to anticipate, identify and understand customers' wants, needs and concerns.
 - Responds to customers with a sense of urgency.
 - Follows through on customer requests.
 - Is patient and courteous with customers.
 - Resolves issues and complaints to the satisfaction of customers.
 - Expends extraordinary efforts to satisfy customers.
 - Develops relationships with customers.
 - Partners with customers to assist them in achieving their objectives.
 - Acts as an advocate for customers' needs.
 - Takes professional risks for the sake of customers' needs.
10. **FLEXIBILITY:** Agility in adapting to change.
- Responds promptly to shifts in direction, priorities and schedules.
 - Demonstrates agility in accepting new ideas, approaches and/or methods.
 - Effective in juggling multiple priorities and tasks.
 - Modifies methods or strategies to fit changing circumstances.
 - Adapts personal style to work with different people.
 - Maintains productivity during transitions, even in the midst of chaos.
 - Embraces and/or champions change.
11. **GOAL ORIENTATION:** Energetically focusing efforts on meeting a goal, mission or objective.
- Acts independently to achieve objectives without supervision.
 - Expends the necessary time and effort to achieve goals.
 - Recognizes and acts on opportunities to advance progress towards meeting goals.
 - Establishes and works towards ambitious and challenging goals.
 - Develops and implements strategies to meet objectives.
 - Measures effectiveness and performance to ensure results are attained.
 - Acts with a sense of urgency to achieve goals.
 - Demonstrates persistence in overcoming obstacles to meet objectives.
 - Takes calculated risks to achieve results.

Fig. 6J

SUMMARY OF TOP COMPETENCIES

12. **PLANNING/ORGANIZING:** Utilizing logical, systematic and orderly procedures to meet objectives.
- Works effectively within established time frames and priorities.
 - Utilizes logical, practical and efficient approaches.
 - Prioritizes tasks for optimum productivity.
 - Develops procedures, process and systems for order, accuracy, efficiency and productivity.
 - Anticipates probable effects, outcomes and risks.
 - Develops contingency plans to minimize waste, error and risk.
 - Allocates, adjusts and manages resources according to priorities.
 - Monitors implementation of plans and makes adjustments as needed.
13. **DIPLOMACY:** Effectively handling difficult or sensitive issues by utilizing tact, diplomacy and an understanding of organization culture, climate and/or politics.
- Effectively utilizes tact and diplomacy in working with people across hierarchical, functional and/or cultural borders.
 - Understands cultural, climate and organizational issues.
 - Adapts conduct and communications to "politically correct" standards.
 - Effectively leverages networks of influence to get things done.
 - Is sensitive to the needs of "special interest" groups within organizations.
 - Builds relationships and networks with key people of influence.
 - Provides advice, counsel and mentoring on organizational issues.
 - Utilizes both formal and informal networks internally to obtain support and achieve results.
 - Utilizes both formal and informal networks externally to obtain support and achieve results.
14. **PERSONAL EFFECTIVENESS:** Demonstrating initiative, self confidence, resiliency and a willingness to take responsibility for personal actions.
- Possesses unwavering confidence and belief in personal capabilities.
 - Takes initiatives and does what ever it takes to achieve goals.
 - Projects confidence and self-assurance.
 - Bounces back after setbacks.
 - Asserts self in personal and professional life.
 - Admits mistakes and works to avoid repeating them.
 - Accept personal responsibility for achieving personal and professional goals.
 - Functions effectively and achieves results even in adverse circumstances.

Fig. 6K

SUMMARY OF TOP COMPETENCIES

15. PRESENTING: Communicating effectively to groups.

- Organizes information to be presented in succinct, logical sequence.
- Presents information in ways that makes abstract or complex concepts clear and understandable.
- Effectively utilizes language, word-pictures, stories, metaphors and humor.
- Utilizes a wide range of non-verbal communication or body language such as speech inflection, voice modulation, eye contact, facial expression and gestures.
- Implements a variety of visual and auditory devices to capture and invoke the audience's senses, participation and interest.
- Project authenticity, confidence, conviction and passion.
- Appeals to and engages the heart and mind of the audience.
- Tailors presentation to the interests, needs and wants of audiences.
- Establishes and delivers content objectives.
- Communicates in ways that elevate audience awareness and understanding.
- Communicates in ways that enlighten, educate, challenge and persuade the audience to think, believe or behave in a specific way.
- Is recognized and relied upon as an effective spokesperson.

16. MANAGEMENT: Achieving extraordinary results through effective management of resources, systems and processes.

- Takes risks for the sake of goals, objectives or results.
- Demonstrates optimism and positive expectations of others.
- Establishes high performance standards.
- Holds people accountable and focused on goals and priorities.
- Identifies barriers to objectives and removes them.
- Delegates appropriate responsibilities and authority.
- Ensures adequate resources are available to achieve objectives.
- Makes decisions that benefit the bottom line or return on investment.

17. NEGOTIATION: Facilitating agreements between two or more parties.

- Understands both parties must get something they want before agreement is feasible.
- Listens to identify and understand what each party wants.
- Determines what each party is willing to accept in an agreement.
- Establishes a non-threatening environment, conducive to open communication for discussing possible terms of agreement.
- Develops the terms for an agreement.
- Ensures each party understands the terms of agreement.
- Binds agreements between parties with verbal and/or written contracts.

Fig. 6L

SUMMARY OF TOP COMPETENCIES

18. PERSUASION: Convincing others to change the way they think, believe or behave.

- Utilizes the knowledge of other's needs, wants, beliefs, attitudes and behavior to promote a concept, product or service.
- Builds trust and credibility before attempting to promote concepts, products or services.
- Understands and utilizes compliance-producing behaviors to influence others such as authority, being likable, proof of the prior compliance of others, limited availability, sampling or giving something away to create a sense of obligation.
- Uses logic and reason to develop rational arguments that challenge current assumptions, attitudes, beliefs and behavior.
- Identifies and addresses the social, emotional, economic and practical barriers that prevent people from complying.
- Adapts techniques and approaches to the needs and wants of those being influenced.

19. EMPATHY: Identifying with and caring about others.

- Demonstrates genuine concern for others.
- Respects and values people.
- Perceives and is sensitive to the emotions people experience.
- Expends considerable effort to understand the real needs, concerns and feelings of others.
- Advocates for the interests, needs and wants of others.
- Demonstrates cross-cultural sensitivity and understanding.
- Takes personal and/or professional risks for the sake of others.

20. CONTINUOUS LEARNING: Taking initiative in learning and implementing new concepts, technologies and/or methods.

- Demonstrates curiosity and enthusiasm for learning.
- Takes initiatives in acquiring and mastering the skills and knowledge requirements of a position.
- Keeps abreast of current or new information through reading and other learning methods.
- Actively interested in new technologies, processes and methods.
- Welcomes or seeks assignments requiring new skills and knowledge.
- Expends considerable effort and/or expense on learning.
- Genuinely enjoys learning.
- Identifies applications for knowledge.
- Is considered a knowledgeable resource by others.

Fig. 6M

SUMMARY OF TOP COMPETENCIES

21. **FUTURISTIC THINKING:** Imagining, envisioning, projecting and/or predicting what has not yet been realized.
- Demonstrates an ability to connect the dots and see the big-picture.
 - Observes and analyzes the forces driving current reality that may have long term-effects.
 - Utilizes foresight and intuitive perception as well as factual events to draw inferences.
 - Recognizes, supports and/or champions progressive ideas.
 - Anticipates future trends or events.
 - Envisions possibilities others may not.
 - Imagines and/or predicts changes in current reality based on deductive and conceptual reasoning.
22. **DECISION MAKING:** Utilizing effective processes to make decisions.
- Demonstrates an ability to make difficult decisions in a timely manner.
 - Gathers relevant input and develops a rational for making decisions.
 - Evaluates the impact or consequences of decision before making them.
 - Acts decisively despite obstacles, resistance or opposition.
 - Accepts consequences of decisions.
 - Willing to correct erroneous decisions when necessary.
 - Defends rational for decisions when necessary.
23. **SELF MANAGEMENT:** Demonstrating self control and an ability to manage time and priorities.
- Effectively manages emotions and impulses.
 - Effectively manages time and priorities to meet deadlines.
 - Presents self assertively.
 - Demonstrates an ability to maintain composure in the midst of crisis.
 - Strives for continuous improvement.
 - Balances personal and professional life.
 - Takes initiative and acts without waiting for direction.
 - Accepts responsibilities for actions and results.

Fig. 6N

BEHAVIORAL INTERVIEW QUESTIONS

Studies show that traditional interviewing methods are less than 14% accurate in predicting performance. Properly conducted structured interviewing techniques focused on assessing the competencies most important for superior performance in a position can significantly improve accuracy over traditional interviewing methods.

Behavioral interviewing is a disciplined approach that has been used effectively by corporate America since the 1970s. Behavioral interviewing is based on the premise that past behavior is the best predictor of future behavior. Behavioral interview questions ask for specific examples and experiences from the candidate's past. Interviewers can determine whether or not candidates have actually demonstrated the required competencies by the examples they use.

To plan a structured or behavioral interview, start by reviewing the job description to clarify the most important accountabilities of the position. Then review the list of top seven competencies and determine their relative importance as selection criteria according to which ones are necessary to produce the most important results of the position. Next, review the suggestions for behavioral interview questions and select the ones that seem most appropriate for the position.

The suggested behavioral interview questions relate specifically to the top seven (7) competencies. For most positions, additional questions will need to be developed. Since technical competencies are not a part of the Position Survey, questions relative to technical competencies are not provided in this report. The technical competencies required for superior performance in positions will need to be identified and addressed in selection interviews. A complete interview plan includes the development of appropriate behavioral interview questions relating to both soft skill and technical competencies.

The manual provides a suggested methodology for evaluating candidates by weighting the competencies according to their importance, developing benchmarks for evaluating competency levels and a standardized candidate rating scale. Regardless of the interviewing, evaluation and selection methodologies an organization uses, the same process should be consistently applied with each and every candidate.

Fig. 60

BEHAVIORAL INTERVIEW QUESTIONS

1. **LEADERSHIP:** Achieving extraordinary business results through people.

Listen for an ability to obtain the trust, commitment and motivation of others to achieve goals and objectives. Be sure to probe for as many details and specifics as possible such as names, dates and other verifiable information. Skilled interviewers will also ask candidates for their thoughts or feelings about a situation to gain further insight.

- If you have held a leadership position in the past, draw the organizational chart above and below your position to illustrate the scope of your leadership responsibilities.
- Give me an example of when you inspired people with a vision.
- Tell me about a time when you significantly improved the performance of a group of people who reported directly to you.
- How did you motivate the top performers?
- Did you use the same techniques with the poor performance?
- If not, what did you do differently?
- What actions did you take to improve poor performance?
- Describe your leadership style.
- Tell me about a situation when you were able to maintain the trust and commitment of people after making or implementing a decision that negatively impacted them.
- Give me an example of when you took a significant risk for the sake of a principle, a value or a mission?
- Describe a situation when you failed to obtain the commitment, dedication and trust of others.
- What, if anything, would you do differently?

2. **EMPLOYEE DEVELOPMENT/COACHING:** Facilitating and supporting the professional growth of others.

Listen for a belief in the potential of others and promoting of learning and development. Be sure to probe for as many details and specifics as possible such as names, dates and other verifiable information. Skilled interviewers will also ask candidates for their thoughts or feelings about a situation to gain further insight.

- Describe your personal experience with a mentor or coach.
- What role have they played in your career development?
- What training or development activities have you participated in over the last three years?
- Give me an example of when your mentoring or coaching helped someone develop.
- What process or approach did you take?
- What, if any obstacles did you encounter?
- How did you overcome them?
- Describe a situation when you gave someone an assignment you knew would be a stretch for them.

BEHAVIORAL INTERVIEW QUESTIONS

- What was the outcome?
- What influence or role have you had in advancing individual and organizational learning?
- Describe a situation when your personal learning and development objectives conflicted with business objectives?
- How did you resolve it?

3. TEAMWORK: Working effectively and productively with others.

Listen for strong commitment and contributions to team members working towards a specific goal. Be sure to probe for as many details and specifics as possible such as names, dates and other verifiable information. Skilled interviewers will also ask candidates for their thoughts or feelings about a situation to gain future insight.

- Give me an example of one of the most significant contributions you made as a member of a high performing team.
- What, in your opinion, made it a high performing team?
- Describe how you felt about the contributions of the others on the team.
- Give me an example of a situation where you had difficulties with a team member.
- What, if anything, did you do to resolve the difficulties?
- Describe how you felt about a decision the team wanted to make that you didn't agree with.
- Describe a situation where the team was having trouble agreeing on a decision and what you did to facilitate consensus.
- Give me an example of when you were on a team that failed to meet its objectives.
- What could the team have done differently?

4. CONFLICT MANAGEMENT: Addressing and resolving conflict constructively.

Listen for proactive identification and resolution of concerns and issues. Be sure to probe for as many details and specifics as possible such as names, dates and other verifiable information. Skilled interviewers will also ask candidates for their thoughts or feelings about a situation to gain further insight.

- Describe the most difficult conflict you've ever had to manage.
- How did you handle the emotional component?
- What, if anything, did you do to resolve the conflict?
- Describe a situation where two people who reported to you had a conflict.
- What did you do to help them resolve it?
- What happened to their relationship going forward?
- Give me an example of when you identified the most important issues or concerns in a conflict situation.

Fig. 6Q

BEHAVIORAL INTERVIEW QUESTIONS

- Describe a situation when you were confronted directly by someone who reported to you.
- What was your response?
- What is your relationship with that individual today?
- What have you done to improve your ability to deal with conflict?
- Describe a situation when you were given special recognition or acknowledgment for resolving a conflict at work.
- Tell me about a time when you were able to calm someone who was upset at work.

5. **INTERPERSONAL SKILLS:** Effectively communicating, building rapport and relating well to all kinds of people.

Listen for self awareness, understanding and an ability to communicate effectively with others regardless of differences. Be sure to probe for as many details and specifics as possible such as names, dates and other verifiable information. Skilled interviewers will also ask candidates for their thoughts or feelings about a situation to gain further insight.

- Describe the most difficult working relationship you've had with an individual.
- What specific actions did you take to improve the relationship?
- What was the outcome?
- Describe the types of people you get along with best and why.
- Describe the types of people you have difficulty getting along with and why.
- Give me an example of a situation when you demonstrated sensitivity to diversity issues.
- Describe a situation when you were able to strengthen a relationship by communicating effectively.
- What made your communication effective?
- Describe your relationship with the people you work with.
- What have you done in the past to build rapport and relationship with people?
- Give me an example of your ability to communicate effectively and build relationships with people regardless of cultural differences.
- Describe how your ability to communicate effectively and build relationships with many different types of people has contributed to one of your greatest accomplishments.

6. **PROBLEM SOLVING:** Anticipating, analyzing, diagnosing and resolving problems.

Listen for an analytical and disciplined approach to solving problems. Be sure to probe for as many details and specifics as possible such as names, dates and other verifiable information. Skilled interviewers will also ask candidates for their thoughts or feelings about a situation to gain further insight.

Fig. 6R

BEHAVIORAL INTERVIEW QUESTIONS

- Describe a situation when you anticipated a problem.
- What, if anything did you do about it?
- Give me an example of when your diagnosis of a problem proved to be correct.
- What approach did you take to diagnose the problem?
- What was the outcome?
- Describe the most difficult work problem you've ever encountered.
- What made it difficult?
- What steps did you take towards developing a solution?
- What factors did you consider in evaluating solutions?
- What solution was implemented and how successful was it in solving the problem?

7. **CREATIVITY/INNOVATION:** Adapting traditional or devising new approaches, concepts, methods, models, design, processes, technologies and/or systems.

Listen for "out-of-the-box" thinking and unusual approaches. Be sure to probe for as many details and specifics as possible such as names, dates and other verifiable information. Skilled interviewers will also ask candidates for their thoughts or feelings about a situation to gain further insight.

- Describe a work situation when you adapted a concept, design, process or system to meet a need.
- How did you go about it?
- Describe a work situation when you took an unusual or non-traditional approach to get results.
- What made your approach so unusual?
- Why did you take that approach?
- How did others respond to your approach?
- What was the outcome?
- What, if anything, would you do differently?
- Give me an example of when you were given special recognition for a new idea, method or process that improved results.

8. **WRITTEN COMMUNICATION:** Writing clearly, succinctly and understandably.

Listen for example of clear, understandable writing that is effective at achieving a specific communication goal. Be sure to probe for as many details and specifics as possible such as names, dates and other verifiable information. Skilled interviewers will also ask candidates for their thoughts or feelings about a situation to gain further insight.

- Give me an example of something you wrote that was effective in achieving a communication goal.

Fig. 6S

BEHAVIORAL INTERVIEW QUESTIONS

- What were the challenges in writing it?
- Give me an example of when you adapted your writing to your reader(s).
- How did you adapt your writing?
- How do you know when something you've written has achieved its communication goal?
- Describe the most difficult writing challenge you've had.
- How did you meet it?
- Tell me about any experiences you've had with publishing your writing.
- Do you have any examples of writing that demonstrate your ability to write effectively?
- Give me an example of when you were given special recognition or acknowledgment for your ability to write a business document such as a proposal, report, newsletter or article.
- Describe a situation when your editing improved the effectiveness of someone else's writing.

9. **CUSTOMER SERVICE:** Anticipating, meeting and/or exceeding customer needs, wants and expectations

Listen for extraordinary effort in responding to customer needs and wants to insure satisfaction. Be sure to probe for as many details and specifics as possible such as names, dates and other verifiable information. Skilled interviewers will also ask candidates for their thoughts or feelings about a situation to gain further insight.

- Give me an example of when you went out of your way for a customer.
- What was the outcome?
- Describe the most difficult customer you've ever had to deal with and how you handled them.
- Describe a situation when you were given outstanding customer service.
- What made it stand out?
- Describe a situation when you felt a particularly demanding customer may have been trying to take advantage of you or the organization.
- What was the outcome?
- Give me an example of a situation where you improved the level of customer service in your organization.
- What did you do to improve it?
- What was the outcome?
- Give me an example of when you were given special recognition or acknowledgment for going the extra mile to satisfy a customer.
- Question: Describe a situation when you took a stand for a customer.

Fig. 6T

BEHAVIORAL INTERVIEW QUESTIONS

10. FLEXIBILITY: Agility in adapting to change.

Listen for a positive attitude towards lots of activity, multi-tasking and change, in general. Be sure to probe for as many details and specifics as possible such as names, dates and other verifiable information. Skilled interviewers will also ask candidates for their thoughts or feelings about a situation to gain further insight.

- Give me an example of when you were forced to change priorities or direction.
- How did you feel when you were first confronted with this change?
- Describe a time when there was an extraordinary amount of activity at work.
- How did you handle it?
- Describe a situation when you were the author or architect of a change.
- What were the barriers to implementing the change and how did you get beyond them?
- How did you get buy-in from others?
- What was the outcome?
- Give me an example of when you were one of the first to get on board when a major change was introduced.
- Describe a situation when you were given special recognition or acknowledgment for your ability to adapt quickly to a change.

11. GOAL ORIENTATION: Energetically focusing efforts on meeting a goal, mission or objective.

Listen for determination, persistence and a “never-give-up” attitude in efforts to meet goals. Be sure to probe for as many details and specifics as possible such as names, dates and other verifiable information. Skilled interviewers will also ask candidates for their thoughts or feelings about a situation to gain further insight.

- Give me an example of the most significant professional goal you have met.
- How did you achieve it?
- What were the obstacles?
- How did you overcome them?
- Give me an example of when you took a risk to achieve a goal.
- What was the outcome?
- What are your future professional goals?
- How do you plan to achieve them?
- What might keep you from achieving them?
- Tell me about a time when you overcame great obstacles to achieve something significant.
- Give me an example of when you achieved something by your persistence that others couldn't.

BEHAVIORAL INTERVIEW QUESTIONS

12. PLANNING/ORGANIZING: Utilizing logical, systematic and orderly procedures to meet objectives.

Listen for logical, organized and systematic approaches. Be sure to probe for as many details and specifics as possible such as names, dates and other verifiable information. Skilled interviewers will also ask candidates for their thoughts or feelings about a situation to gain further insight.

- Describe the most complex assignment or project you've worked on.
- What actions did you take to start the assignment or project?
- What were the most challenging aspects of the assignment or project?
- How did you determine what steps needed to be taken to complete it?
- How did you determine what resources were needed?
- What obstacles did you encounter that you didn't anticipate?
- What could you have done differently?
- Describe a situation when your planning and preparation was a major factor in the success of a project. Describe a work situation where your lack of planning and organizing had a negative effect.
- Give me an example of when you were given special recognition or acknowledgment for your attention to detail.

13. DIPLOMACY: Effectively handling difficult or sensitive issues by utilizing tact, diplomacy and an understanding of organizational culture, climate and/or politics.

Listen for insight, sensitivity and wisdom in handling issues associated with organizational culture, climate and politics. Be sure to probe for as many details and specifics as possible such as names, dates and other verifiable information. Skilled interviewers will also ask candidates for their thoughts or feelings about a situation to gain further insight.

- Describe a situation when politics played a major role in your career.
- Who were the key players?
- How did you know who the key players were?
- What part did they play in the situation?
- What was the outcome?
- Give me an example of when you used tact and diplomacy effectively.
- Describe a situation when politics negatively affected your career.
- What, if anything, would you do differently?
- Describe a situation when your sense of what was "politically correct" proved to be an asset.
- Give me an example of when you were given special recognition or acknowledgment for handling a sensitive organizational issue effectively.

Fig. 6V

BEHAVIORAL INTERVIEW QUESTIONS

- Describe a situation when you gave someone good advice on how to handle a politically sensitive issue.

14. PERSONAL EFFECTIVENESS: Demonstrating initiative, self confidence, resiliency and a willingness to take responsibility for personal actions.

Listen for a strong sense of self, personal responsibility, courage and resilience. Be sure to probe for as many details and specifics as possible such as names, dates and other verifiable information. Skilled interviewers will also ask candidate for their thoughts or feelings about a situation to gain further insight.

- What do you think has enabled you to meet your goals?
- Give me an example of when you were able to accomplish something others didn't believe you could.
- Why were you able to accomplish it despite the negative opinions of others?
- Describe a time when all indications were that you probably would fail but you still didn't give up.
- What were your feelings during this time?
- Describe a situation when you failed to achieve a professional goal.
- How did you handle it?
- What happened next?
- Describe the lowest point in your career.
- How did you get beyond that point and go forward?

15. PRESENTING: Communicating effectively to groups.

Listen for positive audience feedback. Be sure to probe for as many details and specifics as possible such as names, dates and other verifiable information. Skilled interviewers will also ask candidates for their thoughts or feelings about a situation to gain further insight.

- Describe a situation when you had to give a presentation to a group of people you had never met.
- What did you do prepare for the presentation?
- What were the objectives of the presentation?
- What was the feedback from the audience on the presentation?
- Give me an example of a particularly effective presentation you gave.
- What made it effective?
- Give me an example of a time when your presentation was criticized.
- What changes did you make, if any, based on that feedback?
- What have you done to develop your presentation skills?
- Give me an example of when you gave such a powerful presentation that the same group wanted you to give another presentation.

Fig. 6W

BEHAVIORAL INTERVIEW QUESTIONS

- Describe a situation when you were given special recognition or acknowledgment for delivering an excellent presentation.

16. MANAGEMENT: Achieving extraordinary results through effective management of resources, systems and processes.

Listen for shrewd business sense, understanding of operational issues and an ability to improve the bottom line. Be sure to probe for as many details and specifics as possible such as names, dates and other verifiable information. Skilled interviewers will also ask candidates for their thoughts or feelings about a situation to gain further insight.

- Describe the largest budget you've ever developed and had responsibility for managing.
- What process did you use to develop it?
- Give me an example of when you exceeded your budget, what caused the overage and what you did, if anything, to remedy the situation.
- Give me an example of when you had a quality problem and what you did to resolve it.
- Give me an example of when you were able to turn an organization around financially.
- Describe a time when you were able to achieve extraordinary results by effectively managing resources, systems or procedures.
- Tell me about how you handled a situation when you had to choose between the bottom line and making people happy.
- Give me an example of when you took a significant risk for the sake of a principle, value or mission?
- Describe a situation when you had to hold people accountable for results.
- Give me an example of how you removed a significant barrier in order to meet objectives.
- Describe a situation when others believed you had set the standard too high but you continued to push them to achieve the goal.

17. NEGOTIATION: Facilitating agreements between two or more parties.

Listen for seasoned expertise in negotiating "win-win" agreements. Be sure to probe for as many details and specifics as possible such as names, dates and other verifiable information. Skilled interviewers will also ask candidates for their thoughts or feelings about a situation to gain further insight.

- Give me an example of when you were able to facilitate a "win-win" agreement between two or more adversarial parties.
- How did you use to get them to agree?
- What were the obstacles?
- How did you get over them?

Fig. 6X

BEHAVIORAL INTERVIEW QUESTIONS

- What was the outcome?
 - Give me an example of when you were unable to facilitate a “win-win” agreement.
 - What factors hindered the agreement?
 - What, if anything, would you do differently?
 - Describe a situation when you had to negotiate an agreement with someone who took an unreasonable position.
 - What did you do to bring them closer to agreement?
 - Give me an example of when you played a key role in negotiating a significant contract or agreement.
 - What steps have you taken to improve your ability to negotiate?
18. **PERSUASION:** Convincing others to change the way they think, believe or behave.
Listen for the expert utilization of various influencing strategies to obtain compliance. Be sure to probe for as many details and specifics as possible such as names, dates and other verifiable information. Skilled interviewers will also ask candidates for their thoughts or feelings about a situation to gain further insight.
- Describe a situation where you were able to convince others to your way of thinking.
 - How did you do it?
 - Describe a situation when the only way you could accomplish a goal was to get buy-in from others.
 - What obstacles did you have in obtaining their buy-in?
 - How did you overcome them?
 - What was the outcome?
 - Give me an example of when you were able to facilitate a dramatic shift in the thinking, actions or beliefs of others.
 - What techniques or methods did you use?
 - Give me an example of a situation when you were given special recognition or acknowledgment for your ability to get others to say yes.
 - Describe a situation when you accomplished something significant as a result of your persuasive ability.
19. **EMPATHY:** Identifying with and caring about others.
Listen for genuine caring, compassion and initiative in assisting others without expectations of rewards. Be sure to probe for as many details and specifics as possible such as names, dates and other verifiable information. Skilled interviewers will also ask candidates for their thoughts or feelings about a situation to gain further insight.
- Give me an example of when you identified with someone else’s difficulties at work.

Fig 6Y

BEHAVIORAL INTERVIEW QUESTIONS

- What, if anything, did you do to help them?
- Give me an example of a time when a company policy or action hurt people.
- What, if anything did you do to mitigate the negative consequences to people?
- Give me an example of when you went out of your way to help someone.
- What were your thoughts and feeling about that situation?
- Give me an example of when you had to make a decision in favor of your own self-interest or someone else's.
- What were your thoughts and feelings?
- What did you do?
- What positive contributions have you made to your community or society?
- Give me an example of when you were given special recognition or acknowledgment for your contributions to the disadvantaged.
- Describe a situation when you were criticized for being too concerned about the difficulties of others.

20. **CONTINUOUS LEARNING:** Taking initiative in learning and implementing new concepts, technologies and/or methods.

Listen for positive attitude towards self-improvement, learning and the application of knowledge. Be sure to probe for as many details and specifics as possible such as names, dates and other verifiable information. Skilled interviewers will also ask candidates for their thoughts or feelings about a situation to gain further insight.

- How do you keep current on what's going on in your field?
- What books and magazines you have read or classes you have taken to keep abreast of what's new in your field?
- What was the last book you read?
- What learning activities have you been involved with since College/High School?
- Give me an example of when you were able to apply a concept, theory or knowledge to a work problem or situation.
- Describe how something you learned made a significant difference in your career.
- Give me an example of when you did not know enough about something to be effective.
- What did you do about it?
- In what ways have you invested in yourself to improve your performance?
- What self-improvement activities are you currently involved in?
- Give me an example that illustrates how other people have used you as a resource for knowledge in your field.
- What do you want to learn before you die?

Fig. 6Z

BEHAVIORAL INTERVIEW QUESTIONS

21. **FUTURISTIC THINKING:** Imagining, envisioning, projecting and/or predicting what has not yet been realized.

Listen for optimism, predictions and a commitment to future possibilities. Be sure to probe for as many details and specifics as possible such as names, dates and other verifiable information. Skilled interviewers will also ask candidates for their thoughts or feelings about a situation to gain further insight.

- Describe a situation when you were correct in seeing a future trend that others didn't.
- What reaction did you have to those who did not see the trend?
- Give me an example of when you predicted something that would happen in your department, organization or industry.
- What caused you to make that prediction?
- What was the most "far-out" concept you've ever had or supported?
- Why did you believe in it?
- What was the outcome?
- What, in your opinion, are the trends or events that will impact this organization and its industry?
- Give me an example of an idea you had that others thought was too far out but has since proved to be visionary.
- Describe a situation when you maintained your commitment to a futuristic idea or venture even though others predicted failure.

22. **DECISION MAKING:** Utilizing effective processes to make decisions.

Listen for an ability to make timely decisions under difficult circumstances. Be sure to probe for as many details and specifics as possible such as names, dates and other verifiable information. Skilled interviewers will also ask candidates for their thoughts or feelings about a situation to gain further insight.

- Give me an example of when you had to make a quick decision when the risk of making an error was high.
- What concerns did you have about your decision?
- What was the outcome?
- Describe how you handled a situation when a decision you made was challenged.
- Give me an example of when you solved a particularly difficult problem when others couldn't.
- What actions did you take to resolve the problem?
- What made your solution work?
- What kinds of problems have you been most successful at resolving?
- What decision are you most proud of making?

Fig. 6AA

BEHAVIORAL INTERVIEW QUESTIONS

23. SELF MANAGEMENT: Demonstrating self control and an ability to manage time and priorities.

Listen for composure, assertiveness and emotional stability. Be sure to probe for as many details and specifics as possible such as names, dates and other verifiable information. Skilled interviewers will also ask candidates for their thoughts or feelings about a situation to gain further insight.

- Give me an example of when you were able to meet the personal and professional demands in your life yet still maintained a healthy balance.
- Describe a situation when you had to exercise a significant amount of self control.
- Describe a situation when you demonstrated initiative and took action without waiting for direction.
- What was the outcome?
- Give me an example of when your ability to manage your time and priorities proved to be an asset.
- What have you done in the past that demonstrates your commitment to continuous improvement?
- Give me an example of when you were responsible for an error or mistake.
- What was the outcome?
- What, if anything would you do differently?
- Describe a time when you had to make a difficult choice between your personal and professional life.

Fig. 6BB

<p>Performance DNA International, Ltd. Position Report</p>
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A complete evaluation of the competencies necessary
to achieve superior performance in the position

Auto Sales
Bonnstetter Auto

12/16/99

1046-2763

Prepared by Performance DNA International, Ltd.

Fig. 7A

INTRODUCTION

The purpose of this report is to provide insight into the most important performance criteria for the position. Managers or leaders are encouraged to discuss the results of the report with new hires and incumbents to enhance their understanding of performance expectations. The information in this report is particularly valuable to organizations in the following Human Resource activities:

- BUILDING COMPETENCY PROFILES OR MODELS
- DESIGNING PERFORMANCE EVALUATION PROCESSES
- ASSESSING TRAINING AND DEVELOPMENT NEEDS
- DEVELOPING COMPENSATION AND REWARD SYSTEMS
- DESIGNING SUCCESSION PLANNING PROCESSES
- DEVELOPING SELECTION SYSTEMS

Information in the report is based on an objective analysis of data collected from specially selected individuals who understand the position well. Report results reflect a summary of their responses to the Position Survey questionnaire. The report results are generated by a computer analysis of all responses. Hundreds of calculations are performed to determine the key performance criteria of the position. Where there were multiple respondent data, an average composite of all responses is provided.

Each section of the report is designed to address important aspects of the position. Clarity, understanding and consensus on what competencies are required for superior performance is essential to optimize selection, training and development, performance evaluation, rewards, recognition and succession planning programs. Read each section of the report carefully to gain insight into the most important position requirements.

Research indicates that a specific group of competencies are required to produce superior performance in most positions. This report provides detailed descriptions on seven (7) of the most important competencies required for superior performance in the position. Significant differences in respondent rankings of the competencies indicate a need for clarification. It is recommended that the results of the report be discussed with incumbents and management to obtain consensus before integrating the information into Human Resource processes.

The last section of the report provides samples of behavioral interview questions designed to assist hiring authorities to plan structured selection interviews. The questions provide a frame work for comparing candidate competency strengths with the competency requirements of the position. Select the questions that seem most appropriate to the position being analyzed.

SUGGESTIONS FOR IMPLEMENTING REPORT RESULTS

Before implementing the information in this report, it is recommended that the respondents meet to verify the results of the report. The hierarchy of competencies should not be accepted at face value as a competency model for the position. The hierarchical order of the competencies represents the relative importance of competencies in relationship to each other. Although competencies are shown in a hierarchy, several competencies may be relatively equal in importance.

Position reports on hundreds of positions confirms that it is more practical to eliminate the competencies that are not important for superior performance than to debate the precise order of the most important competencies. Based on the analysis of the responses to the questionnaire, the competencies noted with an asterisk have little or no importance in producing superior performance in the position. Therefore, they should not be emphasized in selection, training and development, performance evaluation, rewards, recognition or succession planning processes aimed at this position.

The data on hundreds of positions also confirms that differences in respondent rankings of competencies are common. The information in this report is designed to highlight both the differences as well as the similarities between respondent rankings of competencies.

Differences in competency rankings can be attributed to a number of factors. Some respondents may be high performing incumbents with a thorough understanding of the position, while others may be new to the position.

In some cases, respondents will have a different perspective of the importance of competencies by virtue of their unique relationship to the position. For example, a customer of the position may have a tendency to weight the customer service competency over others.

In cases where a position is being impacted by significant change, the difference in perspectives provides a valuable framework for respondents to create the new behavioral blueprint for success together. Working through the results of the report together, respondents can achieve a new level of understanding about how the demonstration of specific behaviors contributes to the fulfillment of the most important accountabilities and responsibilities in the position.

Fig. 7C

HIERARCHY OF COMPETENCIES

The competencies required for superior performance have been prioritized based on the analysis of responses to the questionnaire. Where there were multiple respondents to the questionnaire, the list represents a composite average of all responses. The hierarchical order of the competencies represents their relative importance to each other in producing superior performance in the position.

	HIERARCHY OF COMPETENCIES
1.	Customer Service ✓
2.	Persuasion ✓
3.	Interpersonal skills ✓
4.	Goal orientation ✓
5.	Creativity/Innovation ✓
6.	Self Management ✓
7.	Diplomacy
8.	Written Communication
9.	Continuous Learning ✓
10.	Presenting
11.	Flexibility ✓
12.	Teamwork ✓
13.	Problem Solving ✓
14.	Empathy ✓
15.	Futuristic Thinking ✓
16.	Negotiation
17.	Personal Effectiveness ✓
18.	Planning/Organizing ✓
19.	Management ✓
20.	Conflict Management
21.	Decision Making ✓
22.	Leadership ✓
23.	Employee Development/Coaching



Very Important



Important



Not Important

Fig. 7D

Distribution of Competency Rankings

The distribution of competency rankings illustrates individual differences in responses from multiple respondents to the questionnaire. The hierarchical listing of competencies on the left side of the chart represents the composite ranking of all respondents on each competency. The right side of the chart lists the competency rankings of each individual respondent.

	<i>HIERARCHY OF COMPETENCIES</i>	<i>R1</i>	<i>R2</i>
1.	Customer Service	1	1
2.	Persuasion	3	4
3.	Interpersonal Skills	2	5
4.	Goal Orientation	6	2
5.	Creativity/Innovation	5	6
6.	Self Management	11	3
7.	Diplomacy	8	9
8.	Written Communication	10	7
9.	Continuous Learning	4	14
10.	Presenting	9	10
11.	Flexibility	7	13
12.	Teamwork	13	11
13.	Problem Solving	17	8
14.	Empathy	12	17
15.	Futuristic Thinking	15	15
16.	Negotiation	14	16
17.	Personal Effectiveness	16	18
18.	Planning/Organizing	22	12
19.	Management	19	20
20.	Conflict Management	18	22
21.	Decision Making	21	19
22.	Leadership	20	21
23.	Employee Development/Coaching	23	23



Very Important



Important



Not Important

Note:

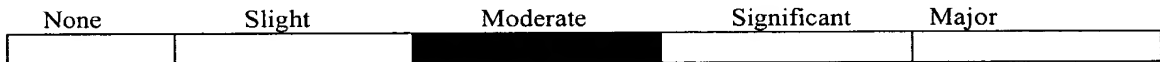
Based on the analysis of the responses to the questionnaire, the order of the competencies indicates three levels of importance shown by the average of the group as well as individual rankings. Competencies that are not important should not be emphasized in selection, training and development, performance evaluation, rewards, recognition or succession planning processes aimed at this position. Significant differences between respondents' rankings may indicate a need for clarification.

Fig. 7E

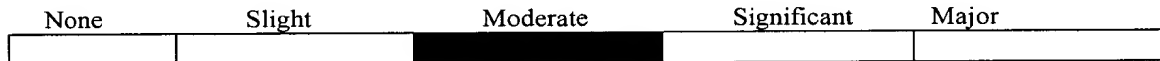
Key Characteristics of the Position

The position has been analyzed relative to four key characteristics. These characteristics are accountability for results, results through people, authority and risk. Based on the responses to the questionnaire, these characteristics have been measured on a sliding scale and are illustrated by a bar graph. The scale range includes none, slight, moderate, significant and major.

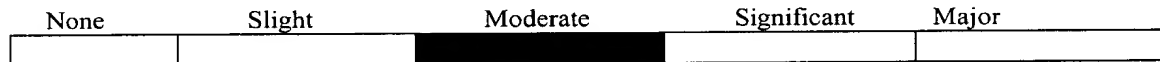
Accountability For Results: This characteristic addresses the accountability for producing measurable results in the position. This includes accountability for meeting financial, operations and/or system objectives.



Results through People: This characteristic addresses the emphasis on producing results through the efforts and cooperation of people. This characteristic is not limited to management or leadership positions. Many non-management or leadership positions in team-based organizational structures depend heavily upon the efforts and cooperation of people to produce results.



Authority: This characteristic addresses the level of authority that exists in the position. Evidence of authority can be found in the ability to make decisions or changes without prior approval from upper management. This characteristic is not limited to management or leadership positions. In their efforts to become more responsive, many large organizations are finding it necessary to drive decision-making downward. In these organizations, many positions can be characterized by a moderate to significant amount of authority but are not considered management or leadership.



Risks: This characteristic addresses the inherent level of business risk or liability to the organization that exists in the position. Positions with indications of moderate, significant or major levels of inherent risk or liability to the organization may warrant the use of drug, alcohol and/or other appropriate assessments in their selection and management systems.

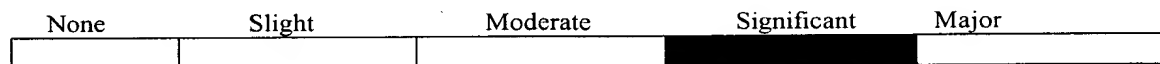


Fig. 7F

SUMMARY OF TOP COMPETENCIES

This report focuses on soft skill competencies because they are usually more difficult to identify or assess than technical competencies or experience. Observing the behaviors people use to produce superior performance can provide insight into the demonstration of competencies. Seven (7) of the most important competencies required to produce superior performance are described below in terms of observable behaviors. The behaviors listed below each competency provide examples of some of the ways the competency is demonstrated. Read each behavior and check the ones that must be demonstrated to produce superior performance in the position. More importance is typically placed on those behaviors that must be demonstrated consistently on a daily, weekly or monthly basis.

1. CUSTOMER SERVICE: Anticipating, meeting and/ or exceeding customer needs, wants and expectations.
 - Strives to anticipate, identify and understand customers' wants, needs and concerns.
 - Responds to customers with a sense of urgency.
 - Follows through on customer requests.
 - Is patient and courteous with customers.
 - Resolves issues and complaints to the satisfaction of customers.
 - Expends extraordinary effort to satisfy customers.
 - Develops relationships with customers.
 - Partners with customers to assist them in achieving their objectives.
 - Acts as an advocate for customers' needs.
 - Takes professional risks for the sake of customers' needs.
2. PERSUASION: Convincing others to change the way they think, believe or behave.
 - Utilizes the knowledge of other's needs, wants, beliefs, attitudes and behavior to promote a concept, product or service.
 - Builds trust and credibility before attempting to promote concepts, products or services.
 - Understands and utilizes compliance-producing behaviors to influence others such as authority, being likable, proof of the prior compliance of others, limited availability, sampling or giving something away to create a sense of obligation.
 - Uses logic and reason to develop rational arguments that challenge current assumptions, attitudes, beliefs and behavior.
 - Identifies and addresses the social, emotional, economic and practical barriers that prevent people from complying.
 - Adapts techniques and approaches to the needs and wants of those being influenced.

Fig. 7G

SUMMARY OF TOP COMPETENCIES

3. **INTERPERSONAL SKILLS:** Effectively communicating, building rapport and relating well to all kinds of people.
 - Strives for self-awareness.
 - Demonstrates sincere interest in others.
 - Treats all people with respect, courtesy and consideration.
 - Respects differences in the attitudes and perspectives of others.
 - Listens, observes and strives to gain understanding of others.
 - Communicates effectively.
 - Sensitive to diversity issues.
 - Develops and maintains relationships with many different kinds of people regardless of cultural differences.
4. **GOAL ORIENTATION:** Energetically focusing efforts on meeting a goal, mission or objective.
 - Acts independently to achieve objectives without supervision.
 - Expends the necessary time and effort to achieve goals.
 - Recognizes and acts on opportunities to advance progress towards meeting goals.
 - Establishes and works toward ambitious and challenging goals.
 - Develops and implements strategies to meet objectives.
 - Measures effectiveness and performance to ensure results are attained.
 - Acts with a sense of urgency to achieve goals.
 - Demonstrates persistence in overcoming obstacles to meet objectives.
 - Takes calculated risks to achieve results.
5. **CREATIVITY/INNOVATION:** Adapting traditional or devising new approaches, concepts, methods, models, designs, processes, technologies and/or systems.
 - Notices unique patterns, variables, processes, systems or relationships.
 - Expresses non-traditional perspectives and/or novel approaches.
 - Synthesizes and/or simplifies data, ideas, models, processes or systems.
 - Challenges established theories, methods and/or protocols.
 - Encourages and promotes creativity and innovation.
 - Modifies existing concepts, methods, models, designs, processes, technologies and systems.
 - Develops and tests new theories to explain or resolve complex issues.
 - Applies unorthodox theories and/or methods.
 - Imagines new or revolutionary concepts, methods, models, designs, processes, technology, systems, products, services or industries.

SUMMARY OF TOP COMPETENCIES

6. **SELF MANAGEMENT:** Demonstrating self control and an ability to manage time and priorities.
 - Effectively manages emotions and impulses.
 - Effectively manages time and priorities to meet deadlines.
 - Presents self assertively.
 - Demonstrates an ability to maintain composure in the midst of crisis.
 - Strives for continuous improvement.
 - Balances personal and professional life.
 - Takes initiative and acts without waiting for direction.
 - Accepts responsibility for actions and results.

7. **DIPLOMACY:** Effectively handling difficult or sensitive issues by utilizing tact, diplomacy and an understanding of organizational culture, climate and/or politics.
 - Effectively utilizes tact and diplomacy in working with people across hierarchical, functional and/or cultural borders.
 - Understands cultural, climate and organizational issues.
 - Adapts conduct and communications to "politically correct" standards.
 - Effectively leverages networks of influence to get things done.
 - Is sensitive to the needs of "special interest" groups within organizations.
 - Builds relationships and networks with key people of influence.
 - Provides advice, counsel and mentoring on organizational issues.
 - Utilizes both formal and informal networks internally to obtain support and achieve results.
 - Utilizes both formal and informal networks externally to obtain support and achieve results.

Fig. 7I

BEHAVIORAL INTERVIEW QUESTIONS

Studies show that traditional interviewing methods are less than 14% accurate in predicting performance. Properly conducted structured interviewing techniques focused on assessing the competencies most important for superior performance in a position can significantly improve accuracy over traditional interviewing methods.

Behavioral interviewing is a disciplined approach that has been used effectively by corporate America since the 1970s. Behavioral interviewing is based on the premise that past behavior is the best predictor of future behavior. Behavioral interview questions ask for specific examples and experiences from the candidate's past. Interviewers can determine whether or not candidates have actually demonstrated the required competencies by the examples they use.

To plan a structured or behavioral interview, start by reviewing the job description to clarify the most important accountabilities of the position. Then review the list of top seven competencies and determine their relative importance as selection criteria according to which ones are necessary to produce the most important results of the position. Next, review the suggestions for behavioral interview questions and select the ones that seem most appropriate for the position.

The suggested behavioral interview questions relate specifically to the top seven (7) competencies. For most positions, additional questions will need to be developed. Since technical competencies are not a part of the Position Survey, questions relative to technical competencies are not provided in this report. The technical competencies required for superior performance in positions will need to be identified and addressed in selection interviews. A complete interview plan includes the development of appropriate behavioral interview questions relating to both soft skill and technical competencies.

The manual provides a suggested methodology for evaluating candidates by weighing the competencies according to their importance, developing benchmarks for evaluating competency levels and a standardized candidate rating scale. Regardless of the interviewing, evaluation and selection methodologies an organization uses, the same process should be consistently applied with each and every candidate.

Fig. 7J

BEHAVIORAL INTERVIEW QUESTIONS

1. CUSTOMER SERVICE: Anticipating, meeting and/or exceeding customer needs, wants and expectations.

Listen for extraordinary effort in responding to customer needs and wants to insure satisfaction. Be sure to probe for as many details and specifics as possible such as names, dates and other verifiable information. Skilled interviewers will also ask candidates for their thoughts or feelings about a situation to gain further insight.

- Give me an example of when you went out of your way for a customer.
- What was the outcome?
- Describe the most difficult customer you've ever had to deal with and how you handled them.
- Describe a situation when you were given outstanding customer service
- What made it stand out?
- Describe a situation when you felt a particularly demanding customer may have been trying to take advantage of you or the organization.
- What was the outcome?
- Give me an example of a situation where you improved the level of customer service in your organization.
- What did you do to improve it?
- What was the outcome?
- Give me an example of when you were given special recognition or acknowledgment for going the extra mile to satisfy a customer.
- Question: Describe a situation when you took a stand for a customer.

2. PERSUASION: Convincing others to change the way they think, believe or behave.

Listen for the expert utilization of various influencing strategies to obtain compliance. Be sure to probe for as many details and specifics as possible such as names, dates and other verifiable information. Skilled interviewers will also ask candidates for their thoughts or feelings about a situation to gain further insight.

- Describe a situation where you were able to convince others to your way of thinking.
- How did you do it?
- Describe a situation when the only way you could accomplish a goal was to get buy-in from others.
- What obstacles did you have in obtaining their buy-in?
- How did you overcome them?
- What was the outcome?
- Give me an example of when you were able to facilitate a dramatic shift in the thinking, actions or beliefs of others.
- What techniques or methods did you use?
- Give me an example of a situation when you were given special recognition or acknowledgment for your ability to get others to say yes.

BEHAVIORAL INTERVIEW QUESTIONS

- Describe a situation when you accomplished something significant as a result of your persuasive ability.

3. **INTERPERSONAL SKILLS:** Effectively communicating, building rapport and relating well to all kinds of people.

Listen for self awareness, understanding and an ability to communicate effectively with others regardless of differences. Be sure to probe for as many details and specifics as possible such as names, dates and other verifiable information. Skilled interviewers will also ask candidates for their thoughts or feelings about a situation to gain further insight.

- Describe the most difficult working relationship you've had with an individual.
- What specific actions did you take to improve the relationship?
- What was the outcome?
- Describe the types of people you get along with best and why.
- Describe the types of people you have difficulty getting along with and why.
- Give me an example of a situation when you demonstrated sensitivity to diversity issues.
- Describe a situation when you were able to strengthen a relationship by communicating effectively.
- What made your communication effective?
- Describe your relationship with the people you work with.
- What have you done in the past to build rapport and relationship with people?
- Give me an example of your ability to communicate effectively and build relationships with people regardless of cultural differences.
- Describe how your ability to communicate effectively and build relationships with many different types of people has contributed to one of your greatest accomplishments.

4. **GOAL ORIENTATION:** Energetically focusing efforts on meeting a goal, mission or objective.

Listen for determination, persistence and a "never-give-up" attitude in efforts to meet goals. Be sure to probe for as many details and specifics as possible such as names, dates and other verifiable information. Skilled interviewers will also ask candidates for their thoughts or feelings about a situation to gain further insight.

- Give me an example of the most significant professional goal you have met.
- How did you achieve it?
- What were the obstacles?
- How did you overcome them?
- Give me an example of when you took a risk to achieve a goal.
- What was the outcome?

Fig. 7L

BEHAVIORAL INTERVIEW QUESTIONS

- What are your future professional goals?
- How do you plan to achieve them?
- What might keep you from achieving them?
- Tell me about a time when you overcame great obstacles to achieve something significant.
- Give me an example of when you achieved something by your persistence that others couldn't.

5. **CREATIVITY/INNOVATION:** Adapting traditional or devising new approaches, concepts, methods, models, designs, processes, technologies and/or systems.

Listen for "out-of-the-box" thinking and unusual approaches. Be sure to probe for as many details and specifics as possible such as names, dates and other verifiable information. Skilled interviewers will also ask candidates for their thoughts or feelings about a situation to gain further insight.

- Describe a work situation when you adapted a concept, design, process or system to meet a need.
- How did you go about it?
- Describe a work situation when you took an unusual or non-traditional approach to get results.
- What made your approach so unusual?
- Why did you take that approach?
- How did others respond to your approach?
- What was the outcome?
- What, if anything, would you do differently?
- Give me an example of when you were given special recognition for a new idea, method or process that improved results.

6. **SELF MANAGEMENT:** Demonstrating self control and an ability to manage time and priorities.

Listen for composure, assertiveness and emotional stability. Be sure to probe for as many details and specifics as possible such as names, dates and other verifiable information. Skilled interviewers will also ask candidates for their thoughts or feelings about a situation to gain further insight.

- Give me an example of when you were able to meet the personal and professional demands in your life yet still maintained a healthy balance.
- Describe a situation when you had to exercise a significant amount of self control.
- Describe a situation when you demonstrated initiative and took action without waiting for direction.

BEHAVIORAL INTERVIEW QUESTIONS

- What was the outcome?
- Give me an example of when your ability to manage your time and priorities proved to be an asset.
- What have you done in the past that demonstrates your commitment to continuous improvement?
- Give me an example of when you were responsible for an error or mistake.
- What was the outcome?
- What, if anything would you do differently?
- Describe a time when you had to make a difficult choice between your personal and professional life.

7. DIPLOMACY: Effectively handling difficult or sensitive issues by utilizing tact, diplomacy and an understanding of organizational culture, climate and/or politics.

Listen for insight, sensitivity and wisdom in handling issues associated with organizational culture, climate and politics. Be sure to probe for as many details and specifics as possible such as names, dates and other verifiable information. Skilled interviewers will also ask candidates for their thoughts or feelings about a situation to gain further insight.

- Describe a situation when politics played a major role in your career.
- Who were the key players?
- How did you know who the key players were?
- What part did they play in the situation?
- What was the outcome?
- Give me an example of when you used tact and diplomacy effectively.
- Describe a situation when politics negatively affected your career.
- What, if anything, would you do differently?
- Describe a situation when your sense of what was "politically correct" proved to be an asset.
- Give me an example of when you were given special recognition or acknowledgment for handling a sensitive organizational issue effectively.
- Describe a situation when you gave someone good advice on how to handle a politically sensitive issue.

Fig. 7N

<p>Performance DNA International, Ltd. Position Report</p>
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A complete evaluation of the competencies necessary
to achieve superior performance in the position

VP Marketing
Target Training International

12/21/99

1050-2315

Prepared by Performance DNA International, Ltd.

Fig. 8A

INTRODUCTION

The purpose of this report is to provide insight into the most important performance criteria for the position. Managers or leaders are encouraged to discuss the results of the report with new hires and incumbents to enhance their understanding of performance expectations. The information in this report is particularly valuable to organizations in the following Human Resources activities:

- BUILDING COMPETENCY PROFILES OR MODELS
- DESIGNING PERFORMANCE EVALUATION PROCESSES
- ASSESSING TRAINING AND DEVELOPMENT NEEDS
- DEVELOPING COMPENSATION AND REWARD SYSTEMS
- DESIGNING SUCCESSION PLANNING PROCESSES
- DEVELOPING SELECTION SYSTEMS

Information in the report is based on an objective analysis of data collected from specially selected individuals who understand the position well. Report results reflect a summary of their responses to the Position Survey questionnaire. The report results are generated by a computer analysis of all responses. Hundreds of calculations are performed to determine the key performance criteria of the position. Where there were multiple respondent data, an average composite of all responses is provided.

Each section of the report is designed to address important aspects of the position. Clarity, understanding and consensus on what competencies are required for superior performance is essential to optimize selection, training and development, performance evaluation, rewards, recognition and succession planning programs. Read each section of the report carefully to gain insight into the most important position requirements.

Research indicates that a specific group of competencies are required to produce superior performance in most positions. This report provides detailed descriptions on seven (7) of the most important competencies required for superior performance in the position. Significant differences in respondent rankings of the competencies indicate a need for clarification. It is recommended that the results of the report be discussed with incumbents and management to obtain consensus before integrating the information into Human Resource processes.

The last section of the report provides samples of behavioral interview questions designed to assist hiring authorities to plan structured selection interviews. The questions provide a framework for comparing candidate competency strengths with the competency requirements of the position. Select the questions that seem most appropriate to the position being analyzed.

Fig. 8B

HIERARCHY OF COMPETENCIES

The competencies required for superior performance have been prioritized based on the analysis of responses to the questionnaire. Where there were multiple respondents to the questionnaire, the list represents a composite average of all responses. The hierarchical order of the competencies represents their relative importance to each other in producing superior performance in the position.

	HIERARCHY OF COMPETENCIES
1.	Self Management
2.	Employee Development/Coaching
3.	Customer Service
4.	Teamwork
5.	Leadership
6.	Personal Effectiveness
7.	Planning/Organizing
8.	Interpersonal Skills
9.	Goal Orientation
10.	Diplomacy
11.	Management
12.	Negotiation
13.	Presenting
14.	Empathy
15.	Decision Making
16.	Persuasion
17.	Problem Solving
18.	Written Communication
19.	Conflict Management
20.	Futuristic Thinking
21.	Flexibility
22.	Creativity/Innovation
23.	Continuous Learning



Very Important



Important



Not Important

Fig. 8C

SUGGESTIONS FOR IMPLEMENTING REPORT RESULTS

Before implementing the information in this report, it is recommended that the respondents meet to verify the results of the report. The hierarchy of competencies should not be accepted at face value as a competency model for the position. The hierarchical order of the competencies represents the relative importance of competencies in relationship to each other. Although competencies are shown in a hierarchy, several competencies may be relatively equal in importance.

Position reports on hundreds of positions confirms that it is more practical to eliminate the competencies that are not important for superior performance than to debate the precise order of the most important competencies. Based on the analysis of the responses to the questionnaire, the competencies noted with an asterisk have little or no importance in producing superior performance in the position. Therefore, they should not be emphasized in selection, training and development, performance evaluation, rewards, recognition or succession planning processes aimed at this position.

The data on hundreds of positions also confirms that differences in respondent rankings of competencies are common. The information in this report is designed to highlight both the differences as well as the similarities between respondent rankings of competencies.

Differences in competency rankings can be attributed to a number of factors. Some respondents may be high performing incumbents with a thorough understanding of the position, while others may be new to the position.

In some cases, respondents will have a different perspective of the importance of competencies by virtue of their unique relationship to the position. For example, a customer of the position may have a tendency to weight the customer service competency over others.

In cases where a position is being impacted by significant change, the difference in perspectives provides a valuable framework for respondents to create the new behavioral blueprint for success together. Working through the results of the report together, respondents can achieve a new level of understanding about how the demonstration of specific behaviors contributes to the fulfillment of the most important accountabilities and responsibilities in the position.

Fig. 8D

Distribution of Competency Rankings

The distribution of competency rankings illustrates individual differences in responses from multiple respondents to the questionnaire. The hierarchical listing of competencies on the left side of the chart represents the composite rankings of all respondents on each competency. The right side of the chart lists the competency rankings of each individual respondent.

	HIERARCHY OF COMPETENCIES	R1	R2	R3	R4	R5
1.	Self Management	2	1	3	8	1
2.	Employee Development/Coaching	19	5	2	6	3
3.	Customer Service	13	4	1	10	13
4.	Teamwork	7	14	4	15	4
5.	Leadership	10	3	8	13	11
6.	Personal Effectiveness	6	8	15	4	14
7.	Planning/Organizing	13	7	9	17	2
8.	Interpersonal Skills	20	6	7	5	16
9.	Goal Orientation	5	19	6	16	9
10.	Diplomacy	14	12	22	2	5
11.	Management	15	2	10	13	15
12.	Negotiation	9	16	18	12	7
13.	Presenting	16	13	16	7	10
14.	Empathy	23	9	12	9	12
15.	Decision Making	11	10	21	19	8
16.	Persuasion	21	22	5	1	20
17.	Problem Solving	3	15	13	22	17
18.	Written Communication	17	20	17	11	6
19.	Conflict Management	22	11	23	3	19
20.	Futuristic Thinking	8	17	11	20	23
21.	Flexibility	1	18	20	23	21
22.	Creativity/Innovation	4	23	14	21	22
23.	Continuous Learning	12	21	19	14	18

 Very Important
  Important
  Not Important

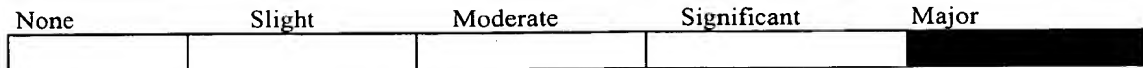
Note: Based on the analysis of the responses to the questionnaire, the order of the competencies indicates three levels of importance shown by the average of the group as well as individual rankings. Competencies that are not important should not be emphasized in selection, training and development, performance evaluation, rewards, recognition or succession planning processes aimed at this position. Significant differences between respondents' rankings may indicate a need for clarification.

Fig. 8E

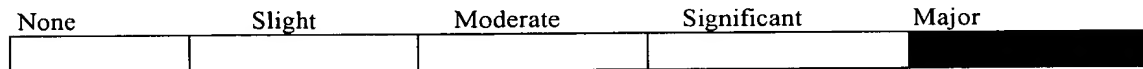
Key Characteristics of the Position

The position has been analyzed relative to four key characteristics. These characteristics are accountability for results, results through people, authority and risk. Based on the responses to the questionnaire, these characteristics have been measured on a sliding scale and are illustrated by a bar graph. The scale range includes none, slight, moderate, significant and major.

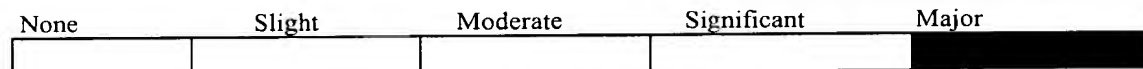
Accountability For Results: This characteristic addresses the accountability for producing measurable results in the position. This includes accountability for meeting financial, operations and/or system objectives.



Results through People: This characteristic addresses the emphasis on producing results through the efforts and cooperation of people. This characteristic is not limited to management or leadership positions. Many non-management or leadership positions in team-based organizational structures depend heavily upon the efforts and cooperation of people to produce results.



Authority: This characteristic addresses the level of authority that exists in the position. Evidence of authority can be found in the ability to make decisions or changes without prior approval from upper management. This characteristic is not limited to management or leadership positions. In their efforts to become more responsive, many large organizations are finding it necessary to drive decision-making downward. In these organizations, many positions can be characterized by a moderate to significant amount of authority but are not considered management or leadership.



Risks: This characteristic addresses the inherent level of business risk or liability to the organization that exists in the position. Positions with indications of moderate, significant or major levels of inherent risk or liability to the organization may warrant the use of drug, alcohol and/or other appropriate assessments in their selection and management systems.

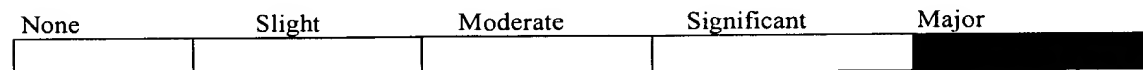


Fig. 8F

Work Environment

Behavior

The following is a summary of how position requirements will best be met behaviorally based on the responses to the questionnaire. Describing the work environment in behavioral terms helps people to understand the type of behavior that is most likely to produce superior performance in the position. Aligning an employee's natural behavioral tendencies to the behavioral requirements of the position can create an optimum environment for superior performance.

- Challenging the status quo.
- Innovative.
- Challenge-oriented.
- Forward-looking and future-oriented.
- Building confidence in others.
- Accomplishing goals through people.
- Creative problem solving.

Fig. 8G

Work Environment

Attitudes

The following is a summary of the type of person whose interests, attitudes and/or motivations can be satisfied by the intrinsic rewards of the position, based on the responses to the questionnaire. Employees whose interests, attitude and/or motivations are met through their work naturally perform better than employees who find fulfillment outside of work.

- Future-oriented.
- Goal oriented.
- Motivated by personal achievements and accomplishments.
- Motivated to achieve their maximum potential.
- Working to maintain balance and harmony in all areas of their life.
- Bottom-line-oriented.
- Concerned about personal image and the image of the company.

Fig. 8H

SUMMARY OF TOP COMPETENCIES

This report focuses on soft skill competencies because they are usually more difficult to identify or assess than technical competencies or experience. Observing the behaviors people use to produce superior performance can provide insight into the demonstration of competencies. Seven (7) of the most important competencies required to produce superior performance are described below in terms of observable behaviors. The behaviors listed below each competency provide examples of some of the ways the competency is demonstrated. Read each behavior and check the ones that must be demonstrated to produce superior performance in the position. More importance is typically placed on those behaviors that must be demonstrated consistently on a daily, weekly or monthly basis.

1. **SELF MANAGEMENT:** Demonstrating self control and an ability to manage time and priorities.
 - Effectively manages emotions and impulses.
 - Effectively manages time and priorities to meet deadlines.
 - Presents self assertively.
 - Demonstrates an ability to maintain composure in the midst of crisis.
 - Strives for continuous improvement.
 - Balances personal and professional life.
 - Takes initiative and acts without waiting for direction.
 - Accepts responsibility for actions and results.
2. **EMPLOYEE DEVELOPMENT/COACHING:** Facilitating and supporting the professional growth of others.
 - Expresses confidence in others' ability to perform.
 - Identifies developmental needs.
 - Encourages initiative and improvement.
 - Provides opportunities for training.
 - Gives new, difficult and/or challenging work assignments.
 - Acknowledges and praises improvements.
 - Trains, coaches and mentors others to develop.
 - Views mistakes as opportunities for learning.
 - Promotes learning and growth.
3. **CUSTOMER SERVICE:** Anticipating, meeting and/or exceeding customer needs, wants and expectations.
 - Strives to anticipate, identify and understand customers' wants, needs and concerns.
 - Responds to customers with a sense of urgency.
 - Follows through on customer requests.
 - Is patient and courteous with customers.

Fig. 8I

SUMMARY OF TOP COMPETENCIES

- Resolves issues and complaints to the satisfaction of customers.
 - Expends extraordinary effort to satisfy customers.
 - Develops relationships with customers.
 - Partners with customers to assist them in achieving their objectives.
 - Acts as an advocate for customers' needs.
 - Takes professional risks for the sake of customers' needs.
4. **TEAMWORK:** Working effectively and productively with others.
- Respects team members and their individual perspectives.
 - Makes team mission and objectives a priority.
 - Works towards consensus when team decisions are required.
 - Meets agreed-upon deadlines on team assignments and commitments.
 - Shares responsibility with team members for successes and failures.
 - Keeps team members informed regarding projects.
 - Supports team decisions.
 - Recognizes and appreciates the contributions of team members.
 - Behaves in a manner consistent with team values and mission.
 - Provides constructive feedback to team and its members.
 - Responds positively to feedback from team members.
 - Raises and/or confronts issues limiting team effectiveness.
5. **LEADERSHIP:** Achieving extraordinary business results through people.
- Inspires others with compelling visions.
 - Takes risks for the sake of principles, values or mission.
 - Builds trust and demonstrates integrity with a noticeable congruence between words and actions (walk their talk).
 - Demonstrates optimism and positive expectations of others.
 - Delegates appropriate responsibilities and authority.
 - Involves people in decisions that affect them.
 - Addresses performance issues promptly, fairly and consistently.
 - Adapts methods and approaches to the needs and motivations of others.
 - Makes decisions to avoid or mitigate the negative consequences for people.
 - Demonstrates loyalty to constituents.

Fig. 8J

SUMMARY OF TOP COMPETENCIES

6. **PERSONAL EFFECTIVENESS:** Demonstrating initiative, self confidence, resiliency and a willingness to take responsibility for personal actions.
 - Possesses unwavering confidence and belief in personal capabilities.
 - Takes initiative and does what ever it takes to achieve goals.
 - Projects confidence and self-assurance.
 - Bounces back after setbacks.
 - Asserts self in personal and professional life.
 - Admits mistakes and works to avoid repeating them.
 - Accepts personal responsibility for achieving personal and professional goals.
 - Functions effectively and achieves results even in adverse circumstances.

7. **PLANNING/ORGANIZING:** Utilizing logical, systematic and orderly procedures to meet objectives.
 - Works effectively within established time frames and priorities.
 - Utilizes logical, practical and efficient approaches.
 - Prioritizes tasks for optimum productivity.
 - Develops procedures, processes and systems for order, accuracy, efficiency and productivity.
 - Anticipates probable effects, outcomes and risks.
 - Develops contingency plans to minimum waste, error and risk.
 - Allocates, adjusts and manages resources according to priorities.
 - Monitors implementation of plans and makes adjustments as needed.

Fig. 8K

BEHAVIORAL INTERVIEW QUESTIONS

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To plan a structured or behavioral interview, start by reviewing the job description to clarify the most important accountabilities of the position. Then review the list of top seven competencies and determine their relative importance as selection criteria according to which ones are necessary to produce the most important results of the position. Next, review the suggestions for behavioral interview questions and select the ones that seem most appropriate for the position.

The suggested behavioral interview questions relate specifically to the top seven (7) competencies. For most positions, additional questions will need to be developed. Since technical competencies are not a part of the Position Survey, questions relative to technical competencies are not provided in this report. The technical competencies required for superior performance in positions will need to be identified and addressed in selection interviews. A complete interview plan includes the development of appropriate behavioral interview questions relating to both soft skill and technical competencies.

The manual provides a suggested methodology for evaluating candidates by weighting the competencies according to their importance, developing benchmarks for evaluating competency levels and a standardized candidate rating scale. Regardless of the interviewing, evaluation and selection methodologies an organization uses, the same process should be consistently applied with each and every candidate.

Fig. 8L

BEHAVIORAL INTERVIEW QUESTIONS

1. SELF MANAGEMENT: Demonstrating self control and an ability to manage time and priorities.

Listen for composure, assertiveness and emotional stability. Be sure to probe for as many details and specifics as possible such as names, dates and other verifiable information. Skilled interviewers will also ask candidates for their thoughts or feelings about a situation to gain further insight.

- Give me an example of when you were able to meet the personal and professional demands in your life yet still maintained a healthy balance.
- Describe a situation when you had to exercise a significant amount of self control.
- Describe a situation when you demonstrated initiative and took action without waiting for direction.
- What was the outcome?
- Give me an example of when your ability to manage your time and priorities proved to be an asset.
- What have you done in the past that demonstrates your commitment to continuous improvement?
- Give me an example of when you were responsible for an error or mistake.
- What was the outcome?
- What, if anything would you do differently?
- Describe a time when you had to make a difficult choice between your personal and professional life.

2. EMPLOYEE DEVELOPMENT/COACHING: Facilitating and supporting the professional growth of others.

Listen for a belief in the potential of others and promoting of learning and development. Be sure to probe for as many details and specifics as possible such as names, dates and other verifiable information. Skilled interviewers will also ask candidates for their thoughts or feelings about a situation to gain further insight.

- Describe your personal experience with a mentor or coach.
- What role have they played in your career development?
- What training or development activities have you participated in over the last three years?
- Give me an example of when your mentoring or coaching helped someone develop.
- What process or approach did you take?
- What, if any obstacles did you encounter?
- How did you overcome them?
- Describe a situation when you gave someone an assignment you knew would be a stretch for them.
- What was the outcome?

Fig. 8M

BEHAVIORAL INTERVIEW QUESTIONS

- What influence or role have you had in advancing individual and organizational learning?
- Describe a situation when your personal learning and development objectives conflicted with business objectives?
- How did you resolve it?

3. **CUSTOMER SERVICE:** Anticipating, meeting and/or exceeding customer needs, wants and expectations.

Listen for extraordinary effort in responding to customer needs and wants to insure satisfaction. Be sure to probe for as many details and specifics as possible such as names, dates and other verifiable information. Skilled interviewers will also ask candidates for their thoughts or feelings about a situation to gain further insight.

- Give me an example of when you went out of your way for a customer.
- What was the outcome?
- Describe the most difficult customer you've ever had to deal with and how you handled them.
- Describe a situation when you were given outstanding customer service.
- What made it stand out?
- Describe a situation when you felt a particularly demanding customer may have been trying to take advantage of you or the organization.
- What was the outcome?
- Give me an example of a situation where you improved the level of customer service in your organization.
- What did you do to improve it?
- What was the outcome?
- Give me an example of when you were given special recognition or acknowledgment for going the extra mile to satisfy a customer.
- Question: Describe a situation when you took a stand for a customer.

4. **TEAMWORK:** Working effectively and productively with others.

Listen for strong commitment and contributions to team members working towards a specific goal. Be sure to probe for as many details and specifics as possible such as names, dates and other verifiable information. Skilled interviewers will also ask candidates for their thoughts or feelings about a situation to gain future insight.

- Give me an example of one of the most significant contributions you made as a member of high performing team.
- What, in your opinion, made it a high performing team?

Fig. 8N

BEHAVIORAL INTERVIEW QUESTIONS

- Describe how you felt about the contributions of the others on the team.
- Give me an example of a situation where you had difficulties with a team member.
- What, if anything, did you do to resolve the difficulties?
- Describe how you felt about a decision the team wanted to make that you didn't agree with.
- Describe a situation where the team was having trouble agreeing on a decision and what you did to facilitate consensus.
- Give me an example of when you were on a team that failed to meet its objectives.
- What could the team have done differently?

5. **LEADERSHIP:** Achieving extraordinary business results through people.

Listen for an ability to obtain the trust, commitment and motivation of others to achieve goals and objectives. Be sure to probe for as many details and specifics as possible such as names, dates and other verifiable information. Skilled interviewers will also ask candidates for their thoughts or feelings about a situation to gain further insight.

- If you have held a leadership position in the past, draw the organizational chart above and below your position to illustrate the scope of your leadership responsibilities.
- Give me an example of when you inspired people with a vision.
- Tell me about a time when you significantly improved the performance of a group of people who reported directly to you.
- How did you motivate the top performers?
- Did you use the same techniques with the poor performance?
- If not, what did you do differently?
- What actions did you take to improve poor performance?
- Describe your leadership style.
- Tell me about a situation when you were able to maintain the trust and commitment of people after making or implementing a decision that negatively impacted them.
- Give me an example of when you took a significant risk for the sake of principles, values or mission?
- Describe a situation when you failed to obtain the commitment, dedication and trust of others.
- What, if anything, would you do differently?

6. **PERSONAL EFFECTIVENESS:** Demonstrating initiative, self confidence, resiliency and a willingness to take responsibility for personal actions.

Listen for a strong sense of self, personal responsibility, courage and resilience. Be sure to probe for as many details and specifics as possible such as names, dates and other verifiable information. Skilled interviewers will also ask candidates for their thoughts or feelings about a situation to gain further insight.

Fig. 80

BEHAVIORAL INTERVIEW QUESTIONS

- What do you think has enabled you to meet your goals?
- Give me an example of when you were able to accomplish something others didn't believe you could.
- Why were you able to accomplish it despite the negative opinions of others?
- Describe a time when all indications were that you probably would fail but you still didn't give up.
- What were your feelings during this time?
- Describe a situation when you failed to achieve a professional goal.
- How did you handle it?
- What happened next?
- Describe the lowest point in your career.
- How did you get beyond that point and go forward?

7. **PLANNING/ORGANIZING:** Utilizing logical, systematic and orderly procedures to meet objectives.

Listen for logical, organized and systematic approaches. Be sure to probe for as many details and specifics as possible such as names, dates and other verifiable information. Skilled interviewers will also ask candidates for their thoughts or feelings about a situation to gain further insight.

- Describe the most complex assignment or project you've worked on.
- What actions did you take to start the assignment or project?
- What were the most challenging aspects of the assignment or project?
- How did you determine what steps needed to be taken to complete it?
- How did you determine what resources were needed?
- What obstacles did you encounter that you didn't anticipate?
- What could you have done differently?
- Describe a situation when your planning and preparation was a major factor in the success of a project.
- Describe a work situation where your lack of planning and organizing had a negative effect.
- Give me an example of when you were given special recognition or acknowledgment for your attention to detail.

Fig. 8P

Performance DNA International, Ltd. Position Report

A complete evaluation of the competencies necessary
to achieve superior performance in the position.

Programmer
Target Training International
Development

12/21/99

1048-1603

Prepared by performance DNA International, Ltd.

Fig. 9A

INTRODUCTION

The purpose of this report is to provide insight into the most important performance criteria for the position. Managers or leaders are encouraged to discuss the results of the report with new hires and incumbents to enhance their understanding of performance expectations. The information in this report is particularly valuable to organizations in the following Human Resource activities:

- BUILDING COMPETENCY PROFILES OR MODELS
- DESIGNING PERFORMANCE EVALUATION PROCESSES
- ASSESSING TRAINING AND DEVELOPMENT NEEDS
- DEVELOPING COMPENSATION AND REWARD SYSTEMS
- DESIGNING SUCCESSION PLANNING PROCESSES
- DEVELOPING SELECTION SYSTEMS

Information in the report is based on an objective analysis of data collected from specially selected individuals who understand the position well. Report results reflect a summary of their responses to the Position Survey questionnaire. The report results are generated by a computer analysis of all responses. Hundreds of calculations are performed to determine the key performance criteria of the position. Where there were multiple respondent data, an average composite of all responses is provided.

Each section of the report is designed to address important aspects of the position. Clarity, understanding and consensus on what competencies are required for superior performance is essential to optimize selection, training and development, performance evaluation, rewards, recognition and succession planning programs. Read each section of the report carefully to gain insight into the most important position requirements.

Research indicates that a specific group of competencies are required to produce superior performance in most positions. This report provides detailed descriptions on seven (7) of the most important competencies required for superior performance in the position. Significant differences in respondent rankings of the competencies indicate a need for clarification. It is recommended that the results of the report be discussed with incumbents and management to obtain consensus before integrating the information into Human Resource processes.

The last section of the report provides samples of behavioral interview questions designed to assist hiring authorities to plan structured selection interviews. The questions provide a frame work for comparing candidate competency strengths with the competency requirements of the position. Select the questions that seem most appropriate to the position being analyzed.

HIERARCHY OF COMPETENCIES

The competencies required for superior performance have been prioritized based on the analysis of responses to the questionnaire. Where there were multiple respondents to the questionnaire, the list represents a composite average of all responses. The hierarchical order of the competencies represents their relative importance to each other in producing superior performance in the position.

HIERARCHY OF COMPETENCIES	
1	Self Management
2	Problem Solving
3	Creativity/Innovation
4	Continuous Learning
5	Flexibility
6	Goal Orientation
7	Planning/Organizing
8	Interpersonal Skills
9	Teamwork
10	Personal effectiveness
11	Futuristic Thinking
12	Empathy
13	Written Communication
14	Decision Making
15	Employee Development/Coaching
16	Diplomacy
17	Conflict management
18	Negotiation
19	Presenting
20	Leadership
22	Management
22	Persuasion
23	Customer Service



Very Important



Important



Not Important

Fig. 9C

SUGGESTIONS FOR IMPLEMENTING REPORT RESULTS

Before implementing the information in this report, it is recommended that the respondents meet to verify the results of the report. The hierarchy of competencies should not be accepted at face value as a competency model for the position. The hierarchical order of the competencies represents the relative importance of competencies in relationship to each other. Although competencies are shown in a hierarchy, several competencies may be relatively equal in importance.

Position reports on hundreds of positions confirms that it is more practical to eliminate the competencies that are not important for superior performance than to debate the precise order of the most important competencies. Based on the analysis of the responses to the questionnaire, the competencies noted with an asterisk have little or no importance in producing superior performance in the position. Therefore, they should not be emphasized in selection, training and development, performance evaluation, rewards, recognition or succession planning processes aimed at this position.

The data on hundreds of positions also confirms that differences in respondent rankings of competencies are common. The information in this report is designed to highlight both the differences as well as the similarities between respondent rankings of competencies.

Differences in competency rankings can be attributed to a number of factors. Some respondents may be high performing incumbents with a thorough understanding of the position, while others may be new to the position.

In some cases, respondents will have a different perspective of the importance of competencies by virtue of their unique relationship to the position. For example, a customer of the position may have a tendency to weight the customer service competency over others.

In cases where a position is being impacted by significant change, the difference in perspectives provides a valuable framework for respondents to create the new behavioral blueprint for success together. Working through the results of the report together, respondents can achieve a new level of understanding about how the demonstration of specific behaviors contributes to the fulfillment of the most important accountabilities and responsibilities in the position.

Fig. 9D

Distribution of Competency Rankings

The distribution of competency rankings illustrates differences in responses from multiple respondents to the questionnaire. The hierarchical listing of competencies on the left side of the chart represents the composite ranking of all respondents on each competency. The right side of the chart lists the competency rankings of each individual respondent.

	HIERARCHY OF COMPETENCIES	R1	R2	R3	R4	R5
1	Self Management	6	1	1	1	1
2	Problem Solving	5	2	6	5	4
3	Creativity/Innovation	3	3	3	6	9
4	Continuous Learning	4	5	9	3	3
5	Flexibility	1	6	11	2	5
6	Goal Orientation	2	4	7	7	10
7	Planning/Organizing	7	7	5	4	7
8	Interpersonal Skills	8	9	2	10	2
9	Teamwork	8	8	8	8	8
10	Personal effectiveness	10	10	4	13	13
11	Futuristic Thinking	9	11	10	11	19
12	Empathy	14	16	12	18	6
13	Written Communication	15	15	16	9	14
14	Decision Making	11	12	18	12	18
15	Employee Development/Coaching	12	22	15	21	11
16	Diplomacy	22	17	18	19	15
17	Conflict management	18	20	14	22	12
18	Negotiation	21	14	20	17	16
19	Presenting	20	13	22	16	17
20	Leadership	16	21	17	14	21
21	Management	17	19	19	15	20
22	Persuasion	23	18	21	23	22
23	Customer Service	19	23	23	20	23



Very Important



Important



Not Important

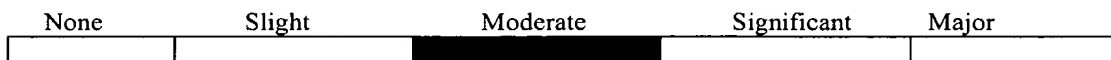
Note: Based on the analysis of the responses to the questionnaire, the order of the competencies indicates three levels of importance shown by the average of the group as well as individual rankings. Competencies that are not important should not be emphasized in selection, training and development, performance evaluation, rewards, recognition or succession planning processes aimed at this position. Significant differences between respondents' rankings may indicate a need for clarification.

Fig. 9E

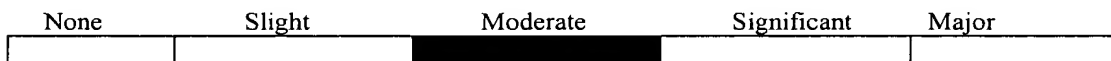
Key Characteristics of the Position

The position has been analyzed relative to four key characteristics. These characteristics are accountability for results, results through people, authority and risk. Based on the responses to the questionnaire, these characteristics have been measured on a sliding scale and are illustrated by a bar graph. The scale range includes none, slight, moderate, significant and major.

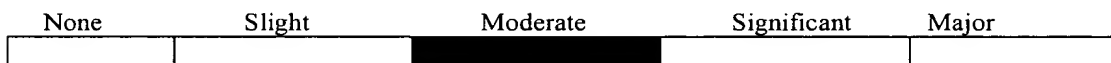
Accountability For Results: This characteristic addresses the accountability for producing measurable results in the position. This includes accountability for meeting financial, operations and/or system objectives.



Results through People: This characteristic addresses the emphasis on producing results through the efforts and cooperation of people. This characteristic is not limited to management or leadership positions. Many non-management or leadership positions in team-based organizational structures depend heavily upon the efforts and cooperation of people to produce results.



Authority: This characteristic addresses the level of authority that exists in the position. Evidence of authority can be found in the ability to make decisions or changes without prior approval from upper management. This characteristic is not limited to management or leadership positions. In their efforts to become more responsive, many large organizations are finding it necessary to drive decision-making downward. In these organizations, many positions can be characterized by a moderate to significant amount of authority but are not considered management or leadership.



Risks: This characteristic addresses the inherent level of business risk or liability to the organization that exists in the position. Positions with indications of moderate, significant or major levels of inherent risk or liability to the organization may warrant the use of drug, alcohol and/or other appropriate assessments in their selection and management systems.

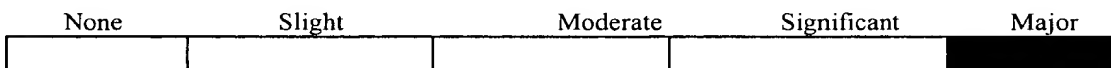


Fig. 9F

WORK ENVIRONMENT

Behavior

The following is a summary of how position requirements will best be met behaviorally based on the responses to the questionnaire. Describing the work environment in behavioral terms helps people to understand the type of behavior that is most likely to produce superior performance in the position. Aligning an employee's natural behavioral tendencies to the behavioral requirements of the position can create an optimum environment for superior performance.

- Persistence to complete tasks.
- Systematic guidelines and a deliberate approach to problem-solving.
- Accuracy and adherence to standards and procedures.
- Limited change or change that is planned, detailed and organized.
- Weighing pros and cons before making decisions.
- Adherence to safety rules.
- High standards and time to achieve them.
- Time to complete the task right the first time.
- Working alone or with a small team.

Fig. 9G

Work Environment

Attitudes

The following is a summary of the type of person whose interests, attitudes and/or motivations can be satisfied by the intrinsic rewards of the position, based on the responses to the questionnaire. Employees whose interests, attitudes and/or motivations are met through their work naturally perform better than employees who find fulfillment outside of work.

- Integrates past and present knowledge into the future.
- Is results oriented.
- Prefers structured economic dealings.
- Uses knowledge to design efficient systems and eliminate waste.
- Desires to be rewarded for individual expertise and results.
- Wants an opportunity to continuously learn and advance knowledge.
- Gathers data to formulate theories and strategies.
- Is bottom-line oriented.

Fig. 9H

SUMMARY OF TOP COMPETENCIES

This report focuses on soft skill competencies because they are usually more difficult to identify or assess than technical competencies or experience. Observing the behaviors people use to produce superior performance can provide insight into the demonstration of competencies. Seven (7) of the most important competencies required to produce superior performance are described below in terms of observable behaviors. The behaviors listed below each competency provide examples of some of the ways the competency is demonstrated. Read each behavior and check the ones that must be demonstrated to produce superior performance in the position. More importance is typically placed on those behaviors that must be demonstrated consistently on a daily, weekly or monthly basis.

1. **SELF MANAGEMENT:** Demonstrating self control and an ability to manage time and priorities.

- Effectively manages emotions and impulses.
- Effectively manages time and priorities to meet deadlines.
- Presents self assertively.
- Demonstrates an ability to maintain composure in the midst of crisis.
- Strives for continuous improvement.
- Balances personal and professional life.
- Takes initiative and acts without waiting for direction.
- Accepts responsibilities for actions and results.

2. **PROBLEM SOLVING:** Anticipating, analyzing, diagnosing, and resolving problems.

- Anticipates, identifies and resolves problems or obstacles.
- Utilizes logic and systematic processes to analyze and solve problems.
- Defines the causes, effects, impact and scope of problems.
- Identifies the multiple components of problems and their relationships.
- Prioritizes steps to solution.
- Develops criteria for optimum solutions.
- Evaluates the potential impact of possible solutions and selects the best one.

3. **CREATIVITY/INNOVATION:** Adapting traditional or devising new approaches, concepts, methods, models, designs, processes, technologies and/or systems.

- Notices unique patterns, variables, processes, systems or relationships.
- Expresses non-traditional perspectives and/or novel approaches.
- Synthesizes and/or simplifies data, ideas, models, processes or systems.
- Challenges established theories, methods and/or protocols.
- Encourages and promotes creativity and innovation.
- Modifies existing concepts, methods, models, designs, processes, technologies and systems.

Fig. 9I

SUMMARY OF TOP COMPETENCIES

- Develops and tests new theories to explain or resolve complex issues.
 - Applies unorthodox theories and/or methods.
 - Imagines new or revolutionary concepts, methods, models, designs, processes, technology, systems, products, services or industries.
4. **CONTINUOUS LEARNING:** Taking initiative in learning and implementing new concepts, technologies and/or methods.
- Demonstrates curiosity and enthusiasm for learning.
 - Takes initiatives in acquiring and mastering the skills and knowledge requirements of a position.
 - Keeps abreast of current or new information through reading and other learning methods.
 - Actively interested in new technologies, processes and methods.
 - Welcomes or seeks assignments requiring new skills and knowledge.
 - Expends considerable effort and/or expense on learning.
 - Genuinely enjoys learning.
 - Identifies applications for knowledge.
 - Is considered a knowledgeable resource by others.
5. **FLEXIBILITY:** Agility in adapting to change.
- Responds promptly to shifts in direction, priorities and schedules.
 - Demonstrates agility in accepting new ideas, approaches and/or methods.
 - Effective in juggling multiple priorities and tasks.
 - Modifies methods or strategies to fit changing circumstances.
 - Adapts personal style to work with different people.
 - Maintains productivity during transitions, even in the midst of chaos.
 - Embraces and/or champions change.
6. **GOAL ORIENTATION:** Energetically focusing efforts on meeting a goal, mission or objective.
- Acts independently to achieve objectives without supervision.
 - Expends the necessary time and effort to achieve goals.
 - Recognizes and acts on opportunities to advance progress towards meeting goals.
 - Establishes and works towards ambitious and challenging goals.
 - Develops and implements strategies to meet objectives.
 - Measures effectiveness and performance to ensure results are attained.
 - Acts with a sense of urgency to achieve goals.

Fig. 9J

SUMMARY OF TOP COMPETENCIES

- Demonstrates persistence in overcoming obstacles to meet objectives.
 - Takes calculated risks to achieve results.
7. **PLANNING/ORGANIZING:** Utilizing logical, systematic and orderly procedures to meet objectives.
- Works effectively within established time frames and priorities.
 - Utilizes logical, practical and efficient approaches.
 - Prioritizes tasks for optimum productivity.
 - Develops procedures, processes and systems for order, accuracy, efficiency and productivity.
 - Anticipates probable effects, outcomes and risks.
 - Develops contingency plans to minimize waste, error and risk.
 - Allocates, adjusts and manages resources according to priorities.
 - Monitors implementation of plans and makes adjustments as needed.

Fig. 9K

BEHAVIORAL INTERVIEW QUESTIONS

Studies show that traditional interviewing methods are less than 14% accurate in predicting performance. Properly conducted structured interviewing techniques focused on assessing the competencies most important for superior performance in a position can significantly improve accuracy over traditional interviewing methods.

Behavioral interviewing is a disciplined approach that has been used effectively by corporate America since the 1970s. Behavioral interviewing is based on the premise that past behavior is the best predictor of future behavior. Behavioral interview questions ask for specific examples and experiences from the candidate's past. Interviewers can determine whether or not candidates have actually demonstrated the required competencies by the examples they use.

To plan a structured or behavioral interview, start by reviewing the job description to clarify the most important accountabilities of the position. Then review the list of top seven competencies and determine their relative importance as selection criteria according to which ones are necessary to produce the most important results of the position. Next, review the suggestions for behavioral interview questions and select the ones that seem most appropriate for the position.

The suggested behavioral interview questions relate specifically to the top seven (7) competencies. For most positions, additional questions will need to be developed. Since technical competencies are not a part of the Position Survey, questions relative to technical competencies are not provided in this report. The technical competencies required for superior performance in positions will need to be identified and addressed in selection interviews. A complete interview plan includes the development of appropriate behavioral interview questions relating to both soft skill and technical competencies.

The manual provides a suggested methodology for evaluating candidates by weighting the competencies according to their importance, developing benchmarks for evaluating competency levels and a standardized candidate rating scale. Regardless of the interviewing, evaluation and selection methodologies an organization uses, the same process should be consistently applied with each and every candidate.

BEHAVIORAL INTERVIEW QUESTIONS

1. **SELF MANAGEMENT:** Demonstrating self control and an ability to manage time and priorities.

Listen for composure, assertiveness and emotional stability. Be sure to probe for as many details and specifics as possible such as names, dates and other verifiable information. Skilled interviewers will also ask candidates for their thoughts or feelings about a situation to gain further insight.

- Give me an example of when you were able to meet the personal and professional demands in your life yet still maintained a healthy balance.
- Describe a situation when you had to exercise a significant amount of self control.
- Describe a situation when you demonstrated initiative and took action without waiting for direction.
- What was the outcome?
- Give me an example of when your ability to manage your time and priorities proved to be an asset.
- What have you done in the past that demonstrates your commitment to continuous improvement?
- Give me an example of when you were responsible for an error or mistake.
- What was the outcome?
- What, if anything would you do differently?
- Describe a time when you had to make a difficult choice between your personal and professional life.

2. **PROBLEM SOLVING:** Anticipating, analyzing, diagnosing and resolving problems.

Listen for an analytical and disciplined approach to solving problems. Be sure to probe for as many details and specifics as possible such as names, dates and other verifiable information. Skilled interviewers will also ask candidates for their thoughts or feelings about a situation to gain further insight.

- Describe a situation when you anticipated a problem.
- What, if anything did you do about it?
- Give me an example of when your diagnosis of a problem proved to be correct.
- What approach did you take to diagnose the problem?
- What was the outcome?
- Describe the most difficult work problem you've ever encountered.
- What made it difficult?
- What steps did you take towards developing a solution?
- What factors did you consider in evaluating solutions?
- What solution was implemented and how successful was it in solving the problem?

Fig. 9M

BEHAVIORAL INTERVIEW QUESTIONS

3. **CREATIVITY/INNOVATION:** Adapting traditional or devising new approaches, concepts, methods, models, design, processes, technologies and/or system.

Listen for “out-of-the-box” thinking and unusual approaches. Be sure to probe for as many details and specifics as possible such as names, dates and other verifiable information. Skilled interviewers will also ask candidates for their thoughts or feelings about a situation to gain further insight.

- Describe a work situation when you adapted a concept, design, process or system to meet a need.
- How did you go about it?
- Describe a work situation when you took an unusual or non-traditional approach to get results.
- What made your approach so unusual?
- Why did you take that approach?
- How did others respond to your approach?
- What was the outcome?
- What, if anything, would you do differently?
- Give me an example of when you were given special recognition for a new idea, method or process that improved results.

4. **CONTINUOUS/LEARNING:** Taking initiative in learning and implementing new concepts, technologies and/or methods.

Listen for positive attitude towards self-improvement, learning and the application of knowledge. Be sure to probe for as many details and specifics as possible such as names, dates and other verifiable information. Skilled interviewers will also ask candidates for their thoughts or feelings about a situation to gain further insight.

- How do you keep current on what’s going on in your field?
- What books and magazines you have read or classes you have taken to keep abreast of what’s new in your field?
- What was the last book you read?
- What learning activities have you been involved with since College/High School?
- Give me an example of when you were able to apply a concept, theory or knowledge to a work problem or situation.
- Describe how something you learned made a significant difference in your career.
- Give me an example of when you did not know enough about something to be effective.
- What did you do about it?
- In what ways have you invested in yourself to improve your performance?
- What self-improvement activities are you currently involved in?
- Give me an example that illustrates how other people have used you as a resource for knowledge in your field.

Fig. 9N

BEHAVIORAL INTERVIEW QUESTIONS

- What do you want to learn before you die?

5. **FLEXIBILITY:** Agility in adapting to change.

Listen for a positive attitude towards lots of activity, multi-tasking and change, in general. Be sure to probe for as many details and specifics as possible such as names, dates and other verifiable information. Skilled interviewers will also ask candidates for their thoughts or feeling about a situation to gain further insight.

- Give me an example of when you were forced to change priorities or direction.
- How did you feel when you were first confronted with this change?
- Describe a time when there was an extraordinary amount of activity at work.
- How did you handle it?
- Describe a situation when you were the author or architect of a change.
- What were the barriers to implementing the change and how did you get beyond them?
- How did you get buy-in from others?
- What was the outcome?
- Give me an example of when you were one of the first to get on board when a major change was introduced.
- Describe a situation when you were given special recognition or acknowledgment for your ability to adapt quickly to a change.

6. **GOAL ORIENTATION:** Energetically focusing efforts on meeting a goal, mission or objective.

Listen for determination, persistence and a “never-give-up” attitude in efforts to meet goals. Be sure to probe for as many details and specifics as possible such as names, dates and other verifiable information. Skilled interviewers will also ask candidates for their thoughts or feelings about a situation to gain further insight.

- Give me an example of the most significant professional goal you have met.
- How did you achieve it?
- What were the obstacles?
- How did you overcome them?
- Give me an example of when you took a risk to achieve a goal.
- What was the outcome?
- What are your future professional goals?
- How do you plan to achieve them?
- What might keep you from achieving them?
- Tell me about a time when you overcame great obstacles to achieve something significant.

Fig. 90

BEHAVIORAL INTERVIEW QUESTIONS

- Give me an example of when you achieved something by your persistence that others couldn't.

7. **PLANNING/ORGANIZING:** Utilizing logical, systematic and orderly procedures to meet objectives.

Listen for logical, organized and systematic approaches. Be sure to probe for as many details and specifics as possible such as names, dates and other verification information. Skilled interviewers will also ask candidates for their thoughts or feelings about a situation to gain further insight.

- Describe the most complex assignment or project you've worked on.
- What actions did you take to start the assignment or project?
- What were the most challenging aspects of the assignment or project?
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- How did you determine what resources were needed?
- What obstacles did you encounter that you didn't anticipate?
- What could you have done differently?
- Describe a situation when your planning and preparation was a major factor in the success of a project.
- Describe a work situation where your lack of planning and organizing had a negative effect.
- Give me an example of when you were given special recognition or acknowledgment for your attention to detail.

Fig. 9P

Performance DNA International, Ltd. Position Report

A complete evaluation of the competencies necessary
to achieve superior performance in the position

Customer Service
Target Training International
Support

12/21/99

1049-0788

Prepared by Performance DNA International, Ltd.

Fig. 10A

INTRODUCTION

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- **BUILDING COMPETENCY PROFILES OR MODELS**
- **DESIGNING PERFORMANCE EVALUATION PROCESSES**
- **ASSESSING TRAINING AND DEVELOPMENT NEEDS**
- **DEVELOPING COMPENSATION AND REWARD SYSTEMS**
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Information in the report is based on an objective analysis of data collected from specially selected individuals who understand the position well. Report results reflect a summary of their responses to the Position Survey questionnaire. The report results are generated by a computer analysis of all responses. Hundreds of calculations are performed to determine the key performance criteria of the position. Where there were multiple respondent data, an average composite of all responses is provided.

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Research indicates that a specific group of competencies are required to produce superior performance in most positions. This report provides detailed descriptions on seven (7) of the most important competencies required for superior performance in the position. Significant differences in respondent rankings of the competencies indicate a need for clarification. It is recommended that the results of the report be discussed with incumbents and management to obtain consensus before integrating the information into Human Resource processes.

The last section of the report provides samples of behavioral interview questions designed to assist hiring authorities to plan structured selection interviews. The questions provide a framework for comparing candidate competency strengths with the competency requirements of the position. Select the questions that seem most appropriate to the position being analyzed.

HIERARCHY OF COMPETENCIES

The competencies required for superior performance have been prioritized based on the analysis of responses to the questionnaire. Where there were multiple respondents to the questionnaire, the list represents a composite average of all responses. The hierarchical order of the competencies represents their relative importance to each other in producing superior performance in the position.

	HIERARCHY OF COMPETENCIES
1.	Interpersonal Skills
2.	Teamwork
3.	Self Management
4.	Goal orientation
5.	Empathy
6.	Customer Service
7.	Problem Solving
8.	Creativity/Innovation
9.	Continuous Learning
10.	Flexibility
11.	Planning/Organizing
12.	Employee Development/Coaching
13.	Diplomacy
14.	Negotiation
15.	Personal Effectiveness
16.	Persuasion
17.	Conflict Management
18.	Written Communication
19.	Decision Making
20.	Presenting
21.	Management
22.	Futuristic Thinking
23.	Leadership



Very Important



Important



Not Important

Fig. 10C

SUGGESTIONS FOR IMPLEMENTING REPORT RESULTS

Before implementing the information in this report, it is recommended that the respondents meet to verify the result of the report. The hierarchy of competencies should not be accepted at face value as a competency model for the position. The hierarchical order of the competencies represents the relative importance of competencies in relationship to each other. Although competencies are shown in a hierarchy, several competencies may be relatively equal in importance.

Position reports on hundreds of positions confirms that it is more practical to eliminate the competencies that are not important for superior performance than to debate the precise order of the most important competencies. Based on the analysis of the responses to the questionnaire, the competencies noted as not important should not be emphasized in selection, training and development, performance evaluation, rewards, recognition or succession planning processes aimed at this position.

The data on hundreds of positions also confirms that differences in respondent rankings of competencies are common. The information in this report is designed to highlight both the differences as well as the similarities between respondent rankings of competencies.

Differences in competency rankings can be attributed to a number of factors. Some respondents may be high performing incumbents with a thorough understanding of the position, while others may be new to the position.

In some cases, respondents will have a different perspective of the importance of competencies by virtue of their unique relationship to the position. For example, a customer of the position may have a tendency to weight the customer service competency over others.




In cases where a position is being impacted by significant change, the difference in perspectives provides a valuable framework for respondents to create the new behavioral blueprint for success together. Working through the results of the report together, respondents can achieve a new level of understanding about how the demonstration of specific behaviors contributes to the fulfillment of the most important accountabilities and responsibilities in the position.

Fig. 10D

Distribution of Competency Rankings

The distribution of competency rankings illustrates individual differences in responses from multiple respondents to the questionnaire. The hierarchical listing of competencies on the left side of the chart represents the composite ranking of all respondents on each competency. The right side of the chart lists the competency rankings of each individual respondent.

	HIERARCHY OF COMPETENCIES	R1	R2	R3	R4	R5
1.	Interpersonal Skills	4	2	2	1	5
2.	Teamwork	1	7	3	4	2
3.	Self Management	6	14	1	3	1
4.	Goal orientation	2	1	5	11	7
5.	Empathy	7	3	10	2	6
6.	Customer Service	11	7	4	5	4
7.	Problem Solving	13	4	11	10	3
8.	Creativity/Innovation	9	5	7	12	10
9.	Continuous Learning	8	22	9	6	8
10.	Flexibility	8	12	14	8	15
11.	Planning/Organizing	3	10	12	16	16
12.	Employee Development/Coaching	19	6	16	9	18
13.	Diplomacy	12	19	13	7	9
14.	Negotiation	16	9	17	15	11
15.	Personal Effectiveness	17	20	6	18	14
16.	Persuasion	20	8	18	19	12
17.	Conflict Management	15	18	15	13	17
18.	Written Communication	14	23	8	14	19
19.	Decision Making	22	13	21	21	13
20.	Presenting	18	21	19	17	20
21.	Management	23	11	23	22	21
22.	Futuristic Thinking	19	16	22	20	23
23.	Leadership	21	15	20	23	22

 Very Important
 Important
 Not Important

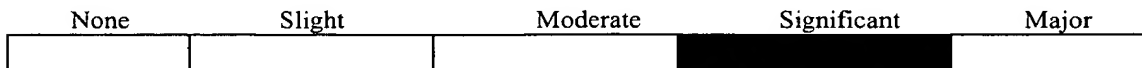
Note: Based on the analysis of the responses to the questionnaire, the order of the competencies indicates three levels of importance shown by the average of the group as well as individual rankings. Competencies that are not important should not be emphasized in selection, training and development, performance evaluation, rewards, recognition or succession planning processes aimed at this position. Significant differences between respondents' rankings may indicate a need for clarification

Fig. 10E

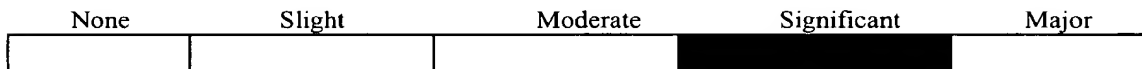
Key Characteristics of the Position

The position has been analyzed relative to four key characteristics. These characteristics are accountability for results, results through people, authority and risk. Based on the responses to the questionnaire, these characteristics have been measured on a sliding scale and are illustrated by a bar graph. The scale range includes none, slight, moderate, significant and major.

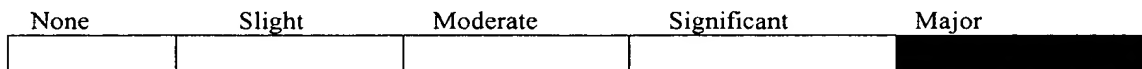
Accountability For Results: This characteristic addresses the accountability for producing measurable results in the position. This includes accountability for meeting financial, operations and/or system objectives.



Results through People: This characteristic addresses the emphasis on producing results through the efforts and cooperation of people. This characteristic is not limited to management or leadership positions. Many non-management or leadership positions in team-based organizational structures depend heavily upon the efforts and cooperation of people to produce results.



Authority: This characteristic addresses the level of authority that exists in the position. Evidence of authority can be found in the ability to make decisions or changes without prior approval from upper management. This characteristic is not limited to management or leadership positions. In their efforts to become more responsive, many large organizations are finding it necessary to drive decision-making downward. In these organizations, many positions can be characterized by a moderate to significant amount of authority but are not considered management or leadership.



Risks: This characteristic addresses the inherent level of business risk or liability to the organization that exists in the position. Position with indications of moderate, significant or major levels of inherent risk or liability to the organization may warrant the use of drug, alcohol and/or other appropriate assessment in their selection and management system.

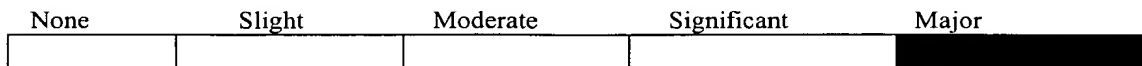


Fig. 10F

Work Environment

Behavior

The following is a summary of how position requirements will best be met behaviorally based on the responses to the questionnaire. Describing the work environment in behavioral terms helps people to understand the type of behavior that is most likely to produce superior performance in the position. Aligning an employee's natural behavioral tendencies to the behavioral requirements of the position can create an optimum environment for superior performance.

- Sensitivity to changes in social and work environment
- Peoples feelings more important than results.
- Goodwill, diplomacy and the ability to get along with strangers.
- Negotiating people conflicts or solving people problems.
- Optimistic outlook toward all activities, including many social interactions.
- Flexible use of time.
- A public relations approach over a sales approach.
- Concerned about how others feel.

Fig. 10G

Work Environment

Behavior

The following is a summary of the type of person whose interests, attitudes and/or motivations can be satisfied by the intrinsic rewards of the position, based on the responses to the questionnaire. Employees whose interests, attitudes and/or motivations are met through their work naturally perform better than employees who find fulfillment outside of work.

- Invests time, talent and resources in helping others gain knowledge.
- Has an ability to research and understand complex social problems.
- Is able to formulate theories and solve problems.
- Uses knowledge to achieve mutually beneficial negotiations.
- Works hard to achieve consistency and fairness regarding all people.
- Is a team player.
- Is motivated by new opportunities for learning and advancement of knowledge.

Fig. 10H

SUMMARY OF TOP COMPETENCIES

This report focuses on soft skill competencies because they are usually more difficult to identify or assess than technical competencies or experience. Observing the behaviors people use to produce superior performance can provide insight into the demonstration of competencies. Seven (7) of the most important competencies required to produce superior performance are described below in terms of observable behaviors. The behaviors listed below each competency provide examples of some of the ways the competency is demonstrated. Read each behavior and check the ones that must be demonstrated to produce superior performance in the position. More importance is typically placed on those behaviors that must be demonstrated consistently on a daily, weekly or monthly basis.

1 INTERPERSONAL SKILLS: Effectively communicating, building rapport and relating well to all kinds of people.

- Strives for self-awareness.
- Demonstrates sincere interest in others.
- Treats all people with respect, courtesy and consideration.
- Respects differences in the attitudes and perspectives of others.
- Listens, observes and strives to gain understanding of others.
- Communicates effectively.
- Sensitive to diversity issues.
- Develops and maintains relationship with many different kinds of people regardless of cultural differences.

2 TEAMWORK: Working effectively and productively with others.

- Respects team members and their individual perspectives.
- Makes team mission and objectives a priority.
- Works towards consensus when team decisions are required.
- Meets agreed-upon deadlines on team assignments and commitments.
- Shares responsibility with team members for successes and failures.
- Keeps team members informed regarding projects.
- Supports team decisions.
- Recognizes and appreciates the contributions of team members.
- Behaves in a manner consistent with team values and mission.
- Provides constructive feedback to team and its members.
- Responds positively to feedback from team members.
- Raises and/or confronts issues limiting team effectiveness.

Fig. 10I

SUMMARY OF TOP COMPETENCIES

3 SELF MANAGEMENT: Demonstrating self control and an ability to manage time and priorities.

- Effectively manages emotions and impulses.
- Effectively manages time and priorities to meet deadlines.
- Presents self assertively.
- Demonstrates an ability to maintain composure in the midst of crisis.
- Strives for continuous improvement.
- Balances personal and professional life.
- Takes initiative and acts without waiting for directions.
- Accepts responsibility for actions and results.

4 GOAL ORIENTATION: Energetically focusing efforts on meeting a goal, mission or objective.

- Acts independently to achieve objectives without supervision.
- Expends the necessary time and effort to achieve goals.
- Recognizes and acts on opportunities to advance progress towards meeting goals.
- Establishes and works towards ambitious and challenging goals.
- Develops and implements strategies to meet objectives.
- Measures effectiveness and performance to ensure results are attained.
- Acts with a sense of urgency to achieve goals.
- Demonstrates persistence in overcoming obstacles to meet objectives.
- Takes calculated risks to achieve results.

5 EMPATHY: Identifying with and caring about others.

- Demonstrates genuine concern for others.
- Respects and values people.
- Perceives and is sensitive to the emotions people experience.
- Expends considerable effort to understand the real needs, concerns and feelings of others.
- Advocates for the interests, needs and wants of others.
- Demonstrates cross-cultural sensitivity and understanding.
- Takes personal and/or professional risks for the sake of others.

Fig. 10J

SUMMARY OF TOP COMPETENCIES

6 CUSTOMER SERVICE: Anticipating, meeting and/or exceeding customer needs, wants and expectations

- Strives to anticipate, identify and understand customers' wants, needs and concerns.
- Responds to customers with a sense of urgency.
- Follows through on customer requests.
- Is patient and courteous with customers.
- Resolves issues and complaints to the satisfaction of customers.
- Expends extraordinary effort to satisfy customers.
- Develops relationships with customers.
- Partners with customers to assist them in achieving their objectives.
- Acts as an advocate for customers' needs.
- Takes professional risks for the sake of customers' needs.

7 PROBLEM SOLVING: Anticipating, analyzing, diagnosing and resolving problems.

- Anticipates, identifies and resolves problems or obstacles.
- Utilizes logic and systematic processes to analyze and solve problems.
- Defines the causes, effects, impact and scope of problems.
- Identifies the multiple components of problems and their relationships.
- Prioritizes steps to solution.
- Develops criteria for optimum solutions.
- Evaluates the potential impact of possible solutions and selects the best one.

Fig. 10K

BEHAVIORAL INTERVIEW QUESTIONS

Studies show that traditional interviewing methods are less than 14% accurate in predicting performance. Properly conducted structured interviewing techniques focused on assessing the competencies most important for superior performance in a position can significantly improve accuracy over traditional interviewing methods.

Behavioral interviewing is a disciplined approach that has been used effectively by corporate America since the 1970s. Behavioral interviewing is based on the premise that past behavior is the best predictor of future behavior. Behavioral interview questions ask for specific examples and experiences from the candidate's past. Interviewers can determine whether or not candidates have actually demonstrated the required competencies by the examples they use.

To plan a structured or behavioral interview, start by reviewing the job description to clarify the most important accountabilities of the position. Then review the list of top seven competencies and determine their relative importance as selection criteria according to which ones are necessary to produce the most important results of the position. Next, review the suggestions for behavioral interview questions and select the ones that seem most appropriate for the position.

The suggested behavioral interview questions relate specifically to the top seven (7) competencies. For most positions, additional questions will need to be developed. Since technical competencies are not a part of the Position Survey, questions relative to technical competencies are not provided in this report. The technical competencies required for superior performance in positions will need to be identified and addressed in selection interviews. A complete interview plan includes the development of appropriate behavioral interview questions relating to both soft skill and technical competencies.

The manual provides a suggested methodology for evaluating candidates by weighting the competencies according to their importance, developing benchmarks for evaluating competency levels and a standardized candidate rating scale. Regardless of the interviewing, evaluation and selection methodologies an organization uses, the same process should be consistently applied with each and every candidate.

Fig. 10L

BEHAVIORAL INTERVIEW QUESTIONS

1. **INTERPERSONAL SKILLS:** Effectively communicating, building rapport and relating well to all kinds of people.

Listen for self awareness, understanding and an ability to communicate effectively with others regardless of differences. Be sure to probe for as many details and specifics as possible such as names, dates and other verifiable information. Skilled interviewers will also ask candidates for their thoughts or feelings about a situation to gain further insight.

- Describe the most difficult working relationship you've had with an individual.
- What specific actions did you take to improve the relationship?
- What was the outcome?
- Describe the types of people you get along with best and why.
- Describe the types of people you have difficulty getting along with and why.
- Give me an example of a situation when you demonstrated sensitivity to diversity issues.
- Describe a situation when you were able to strengthen a relationship by communicating effectively.
- What made your communication effective?
- Describe your relationship with the people you work with.
- What have you done in the past to build rapport and relationship with people?
- Give me an example of your ability to communicate effectively and build relationships with people regardless of cultural differences.
- Describe how your ability to communicate effectively and build relationships with many different types of people has contributed to one of your greatest accomplishments.

2. **TEAMWORK:** Working effectively and productively with others.

Listen for strong commitment and contributions to team members working towards a specific goal. Be sure to probe for as many details and specifics as possible such as names, dates and other verifiable information. Skilled interviewers will also ask candidates for their thoughts or feelings about a situation to gain future insight.

- Give me an example of one of the most significant contributions you made as a member of a high performing team.
- What, in your opinion, made it a high performing team?
- Describe how you felt about the contributions of the others on the team.
- Give me an example of a situation where you had difficulties with a team member.
- What, if anything, did you do to resolve the difficulties?
- Describe how you felt about a decision the team wanted to make that you didn't agree with.
- Describe a situation where the team was having trouble agreeing on a decision and what you did to facilitate consensus.
- Give me an example of when you were on a team that failed to meet its objectives.

BEHAVIORAL INTERVIEW QUESTIONS

- What could the team have done differently?

3. SELF MANAGEMENT: Demonstrating self control and an ability to manage time and priorities.

Listen for composure, assertiveness and emotional stability. Be sure to probe for as many details and specifics as possible such as names, dates and other verifiable information. Skilled interviewers will also ask candidates for their thoughts or feelings about a situation to gain further insight.

- Give me an example of when you were able to meet the personal and professional demands in your life yet still maintained a healthy balance.
- Describe a situation when you had to exercise a significant amount of self control.
- Describe a situation when you demonstrated initiative and took action without waiting for direction.
- What was the outcome?
- Give me an example of when your ability to manage your time and priorities proved to be an asset.
- What have you done in the past that demonstrates your commitment to continuous improvement?
- Give me an example of when you were responsible for an error or mistake.
- What was the outcome?
- What, if anything would you do differently?
- Describe a time when you had to make a difficult choice between your personal and professional life.

4. GOAL ORIENTATION: Energetically focusing efforts on meeting a goal, mission or objective.

Listen for determination, persistence and a “never-give-up” attitude in efforts to meet goals. Be sure to probe for as many details and specifics as possible such as names, dates and other verifiable information. Skilled interviewers will also ask candidates for their thoughts or feelings about a situation to gain further insight.

- Give me an example of the most significant professional goal you have met.
- How did you achieve it?
- What were the obstacles?
- How did you overcome them?
- Give me an example of when you took a risk to achieve a goal.
- What was the outcome?
- What are your future professional goals?

Fig. 10N

BEHAVIORAL INTERVIEW QUESTIONS

- How do you plan to achieve them?
- What might keep you from achieving them?
- Tell me about a time when you overcame great obstacles to achieve something significant.
- Give me an example of when you achieved something by your persistence that others couldn't.

5. **EMPATHY:** Identifying with and caring about others.

Listen for genuine caring, compassion and initiative in assisting others without expectations of rewards. Be sure to probe for as many details and specifics as possible such as names, dates and other verifiable information. Skilled interviewers will also ask candidates for their thoughts or feelings about a situation to gain further insight.

- Give me an example of when you identified with someone else's difficulties at work.
- What, if anything, did you do to help them?
- Give me an example of a time when a company policy or action hurt people.
- What, if anything did you do to mitigate the negative consequences to people?
- Give me an example of when you went out of your way to help someone.
- What were your thoughts and feeling about that situation?
- Give me an example of when you had to make a decision in favor of your own self-interest or someone else's.
- What were your thoughts and feelings?
- What did you do?
- What positive contributions have you made to your community or society?
- Give me an example of when you were given special recognition or acknowledgment for your contributions to the disadvantaged.
- Describe a situation when you were criticized for being too concerned about the difficulties of others.

6. **CUSTOMER SERVICE:** Anticipating, meeting and/or exceeding customer needs, wants and expectations.

Listen for extraordinary effort in responding to customer needs and wants to insure satisfaction. Be sure to probe for as many details and specifics as possible such as names, dates and other verifiable information. Skilled interviewers will also ask candidates for their thoughts or feelings about a situation to gain further insight.

- Give me an example of when you went out of your way for a customer.
- What was the outcome?
- Describe the most difficult customer you've ever had to deal with and how you handled them.

BEHAVIORAL INTERVIEW QUESTIONS

- Describe a situation when you were given outstanding customer service
- What made it stand out?
- Describe a situation when you felt a particularly demanding customer may have been trying to take advantage of you or the organization.
- What was the outcome?
- Give me an example of a situation where you improved the level of customer service in your organization.
- What did you do to improve it?
- What was the outcome?
- Give me an example of when you were given special recognition or acknowledgment for going the extra mile to satisfy a customer.
- Question: Describe a situation when you took a stand for a customer.

7. **PROBLEM SOLVING:** Anticipating, analyzing, diagnosing and resolving problems.

Listen for an analytical and disciplined approach to solving problems. Be sure to probe for as many details and specifics as possible such as names, dates and other verifiable information. Skilled interviewers will also ask candidates for their thoughts or feelings about a situation to gain further insight.

- Describe a situation when you anticipated a problem.
- What, if anything did you do about it?
- Give me an example of when your diagnosis of a problem proved to be correct.
- What approach did you take to diagnose the problem?
- What was the outcome?
- Describe the most difficult work problem you've ever encountered.
- What made it difficult?
- What steps did you take towards developing a solution?
- What factors did you consider in evaluating solutions?
- What solution was implemented and how successful was it in solving the problem?

Competency Report Debriefing

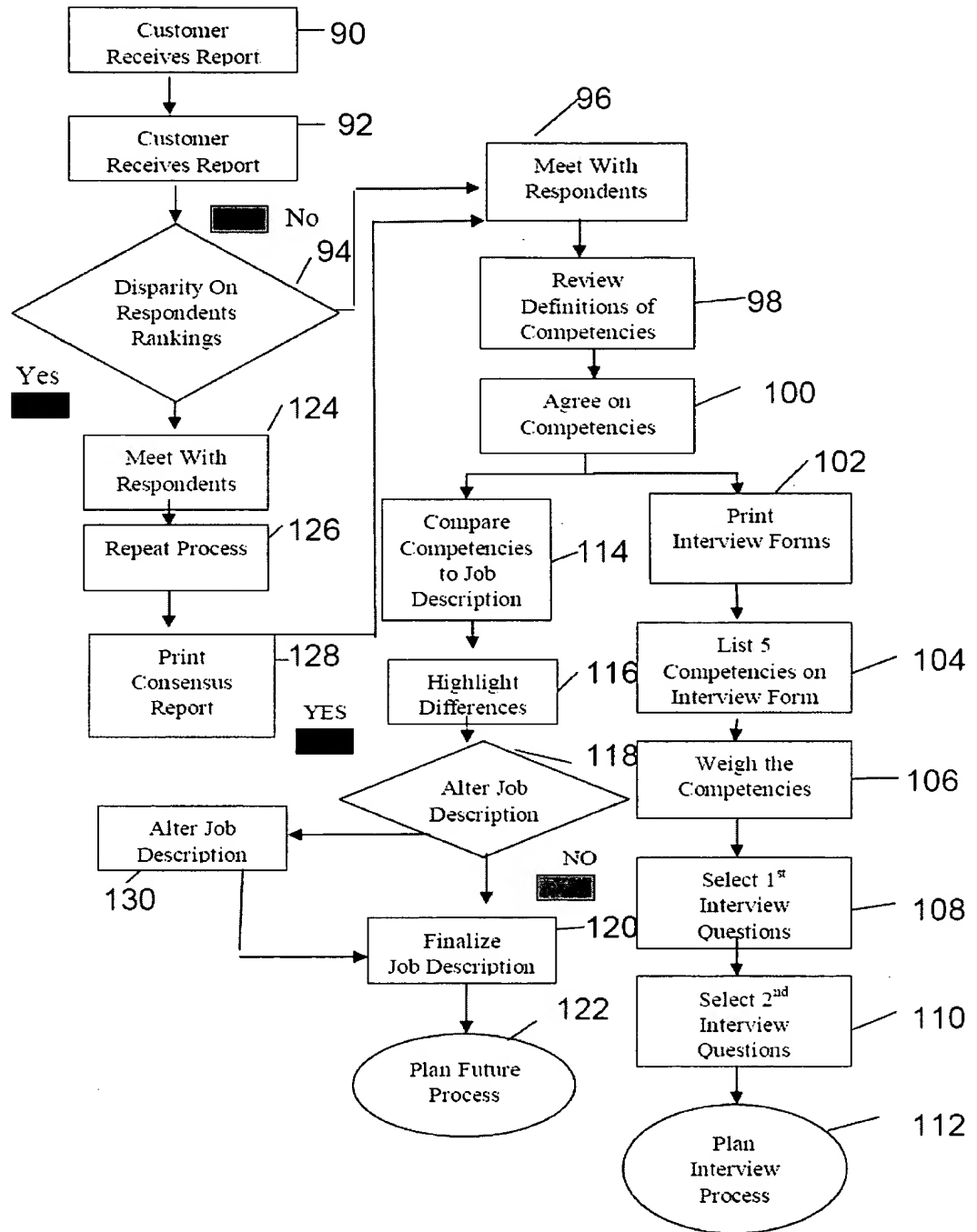


Fig. 11

INSTRUCTIONS FOR COMPLETING THE PERSONAL COMPETENCY INVENTORY (PCI)

A computerized analysis of your responses to the PCI will result in a profile of your competency strengths. Your competency strengths will be matched to the competency requirements of positions. You will be contacted by e-mail if your competency strengths match the requirements of any positions. Your PCI result will be available to hiring authorities.

As tempting as it may be to portray yourself as having more strengths than you do, the best career management strategy is to represent yourself as accurately as you can. The best employment situation is one in which your true talents fit the requirements of the position. Today's most marketable candidates know their strengths as well as their limitations.

To give yourself the best chance for a good fit between your strengths and position requirements, you must respond honestly. You may be asked to defend any strengths indicated by your responses to the PCI during subsequent interviews.

The PCI has three separate response sections. Please read the directions for each section before completing it. Section One lists word-sets that others have used to describe your behavior in the workplace. Section two lists statements that describe feelings you have about work issues. Section Three lists statements that relate to competencies.

SECTION ONE

Click on the word-sets that others would use to describe your behavior in the workplace. Take care that you don't select too many or too few word-sets. Selecting too many or too few word-sets could invalidate the results of your profile. An average of 7-10 word-sets usually provides an accurate description of a person's work behavior. You should be prepared to provide more detail on your word-set selections during interviews.

- | | | | |
|-----------|--------------------------------|-----------|---------------------------|
| 1. _____ | Charismatic/Personal Magnetism | 12. _____ | Organized/Structured |
| 2. _____ | Mentor/Facilitator | 13. _____ | Diplomatic/Tactful |
| 3. _____ | Cooperative/Team-player | 14. _____ | Resilient/Courageous |
| 4. _____ | Mediator/Arbitrator | 15. _____ | Speaker/Presenter |
| 5. _____ | Personable/Sociable | 16. _____ | Take Charge/Controlling |
| 6. _____ | Problem Solver/Inquisitive | 17. _____ | Negotiator/Mediator |
| 7. _____ | Imaginative/Creative | 18. _____ | Convincing/Persuasive |
| 8. _____ | Writer/Editor | 19. _____ | Caring/Compassionate |
| 9. _____ | Helpful/Supportive | 20. _____ | Curious/Learner |
| 10. _____ | Adaptable/Open Minded | 21. _____ | Visionary/Entrepreneurial |
| 11. _____ | Tenacious/Motivated | 22. _____ | Decisive/ Certain |
| | | 23. _____ | Self Controlled/Composed |

Fig. 12B

SECTION TWO

The following statements describe feelings you may or may not have about work issues. You should be prepared to explain your responses to these statements during interviews. Please click on 1, 2 or 3 to indicate whether you:

- 1) Disagree with the statement.
- 2) Have no opinion about the statement.
- 3) Agree with the statement.

1. I know what I want and I usually get it.

Disagree	No opinion	Agree
1	2	3

P11

2. I usually need more time than most people to adjust to changes.

Disagree	No opinion	Agree
1	2	3

K10

3. I enjoy speaking to large groups.

Disagree	No opinion	Agree
1	2	3

P15

4. It's difficult for me to influence the outcome of discussions.

Disagree	No opinion	Agree
1	2	3

K18

5. I like going out of my way to help others get their needs met.

Disagree	No opinion	Agree
1	2	3

P9

6. I'm not very good at dealing with deadlines.

Disagree	No opinion	Agree
1	2	3

K11

7. I prefer structure in my work.

Disagree	No opinion	Agree
1	2	3

K10

8. I would not want the responsibility of getting others to work towards goals, especially if it involved risk.

Disagree	No opinion	Agree
1	2	3

K 1

9. I believe results are more important than the process used to obtain them.

Disagree	No opinion	Agree
1	2	3

P16

Fig. 12C

SECTION TWO

10. It bothers me when I see others passing up opportunities to learn.

Disagree	No opinion	Agree
1	2	3

P2

11. Too much competition upsets me.

Disagree	No opinion	Agree
1	2	3

K14

12. I would like to plan my work very carefully before starting.

Disagree	No opinion	Agree
1	2	3

P12

13. I prefer working alone.

Disagree	No opinion	Agree
1	2	3

K3

14. People spend far too much time dreaming about the future instead of solving today's problems.

Disagree	No opinion	Agree
1	2	3

K21

15. I have difficulty making quick decisions.

Disagree	No opinion	Agree
1	2	3

K22

16. I don't like haggling over prices.

Disagree	No opinion	Agree
1	2	3

K17

17. I have difficulty putting my thoughts in writing.

Disagree	No opinion	Agree
1	2	3

K8

18. Demanding customers irritate me.

Disagree	No opinion	Agree
1	2	3

K9

19. I prefer to be evaluated on my results rather than my methods.

Disagree	No opinion	Agree
1	2	3

P16

20. I prefer a tried and true approach.

Disagree	No opinion	Agree
1	2	3

K7

Fig. 12D

SECTION TWO

21. One thing I am very good at is spontaneity.

Disagree	No opinion	Agree
1	2	3

K12

22. It really bothers me when people say things that are obviously politically incorrect.

Disagree	No opinion	Agree
1	2	3

P13

23. I feel that people on welfare are just looking for a handout.

Disagree	No opinion	Agree
1	2	3

K19

24. One of my greatest fears is getting up in front of a group of people and speaking.

Disagree	No opinion	Agree
1	2	3

K15

25. I am grateful for my failures because they have been some of my best learning experiences.

Disagree	No opinion	Agree
1	2	3

P14

26. Too often old traditions are discarded in favor of untested ideas.

Disagree	No opinion	Agree
1	2	3

K21

27. I would rather wait for someone else to take the lead.

Disagree	No opinion	Agree
1	2	3

K1

28. Far too much emphasis is placed on learning new things when there is so much work to do.

Disagree	No opinion	Agree
1	2	3

K2

29. I go out of my way to avoid conflict.

Disagree	No opinion	Agree
1	2	3

K4

30. Meeting new people is hard for me.

Disagree	No opinion	Agree
1	2	3

K5

31. I rely on my instincts to solve problems.

Disagree	No opinion	Agree
1	2	3

K6

Fig. 12E

SECTION TWO

32. I am not known for being creative or inventive.

Disagree	No opinion	Agree
1	2	3

K7

33. I enjoy expressing my thoughts and feelings in writing.

Disagree	No opinion	Agree
1	2	3

P8

34 Persuasion is not one of my strengths.

Disagree	No opinion	Agree
1	2	3

K18

35 I don't spend much time worrying about other people's problems.

Disagree	No opinion	Agree
1	2	3

K19

36. Besides being boring, theoretical discussions are a waste of time.

Disagree	No opinion	Agree
1	2	3

K20

37. I am shy at social gatherings.

Disagree	No opinion	Agree
1	2	3

K5

38. I dislike participating in negotiations.

Disagree	No opinion	Agree
1	2	3

K17

39. I have been criticized for being too emotional.

Disagree	No opinion	Agree
1	2	3

K23

40. I feel uncomfortable when working with people who consistently make decisions without a proper analysis of the data.

Disagree	No opinion	Agree
1	2	3

K22

41. One thing I am very good at is identifying the best solution to a problem.

Disagree	No opinion	Agree
1	2	3

P6

42. I have to work on managing my time continually.

Disagree	No opinion	Agree
1	2	3

K23

Fig.12F

SECTION THREE

The following statements relate to competencies. You should be prepared to provide specific details relative to your responses to these statements during interviews. Click on a 1, 2 or 3 to indicate whether you:

- 1) Disagree with the statement.
- 2) Have no opinion about the statement.
- 3) Agree with the statement.

1. I spend a lot of time in libraries and bookstores.

Disagree	No opinion	Agree
1	2	3

P20

2. People have often come to me for advice on how to handle politically sensitive issues

Disagree	No opinion	Agree
1	2	3

R13

3. What I am most proud of is what others have accomplished as a result of my mentoring.

Disagree	No opinion	Agree
1	2	3

R2

4. I have been criticized for being too far out in my ideas.

Disagree	No opinion	Agree
1	2	3

R21

5. I am most productive when working closely with others to achieve goals.

Disagree	No opinion	Agree
1	2	3

P3

6. In the past, people have taken risks to support my vision, mission or goals.

Disagree	No opinion	Agree
1	2	3

R1

7. I have a history of making significant contributions as a member of a high performing team.

Disagree	No opinion	Agree
1	2	3

R3

8. I have a gift for resolving conflict.

Disagree	No opinion	Agree
1	2	3

R4

9. I have a reputation for keeping up with what's new in my field.

Disagree	No opinion	Agree
1	2	3

R20

Fig. 12G

SECTION THREE

10. I am known for my ability to build and maintain many relationships with all kinds of people.

Disagree	No opinion	Agree
1	2	3

R5

11. I have often been recognized for achieving results when others couldn't.

Disagree	No opinion	Agree
1	2	3

R11

12. I have been criticized for being too concerned about the difficulties of others.

Disagree	No opinion	Agree
1	2	3

R19

13. I am known for making timely decisions even when the risk of an error was high.

Disagree	No opinion	Agree
1	2	3

R22

14. People will verify my ability to facilitate win /win agreements.

Disagree	No opinion	Agree
1	2	3

R17

15. I am known for taking unique or unusual approaches to get results.

Disagree	No opinion	Agree
1	2	3

R7

16. I have often been recognized for my ability to get others to say yes.

Disagree	No opinion	Agree
1	2	3

R18

17. I have often been acknowledged for my ability to write proposals, reports, newsletters, articles or other business documents.

Disagree	No opinion	Agree
1	2	3

R8

18. I have often been acknowledged for going the extra mile to satisfy customers.

Disagree	No opinion	Agree
1	2	3

R9

19. I have often been invited back to speak to the same group.

Disagree	No opinion	Agree
1	2	3

R15

20. In the past, I have always been one of the first to get on board when changes occur.

Disagree	No opinion	Agree
1	2	3

R10

Fig. 12H

SECTION THREE

21. I have been criticized for being too competitive.

Disagree	No opinion	Agree
1	2	3

R14

22. I have often been acknowledged for my attention to detail.

Disagree	No opinion	Agree
1	2	3

R12

23. I have been criticized for not handling sensitive organizational issues very well.

Disagree	No opinion	Agree
1	2	3

K13

24. I have often been acknowledged for my ability to handle sensitive organizational issues.

Disagree	No opinion	Agree
1	2	3

R13

25. I have often accomplished things others didn't believe I could.

Disagree	No opinion	Agree
1	2	3

R14

26. I have a reputation for delivering powerful presentations.

Disagree	No opinion	Agree
1	2	3

R15

27. I have often been recognized for my ability to turn things around financially.

Disagree	No opinion	Agree
1	2	3

R16

28. I have been criticized for holding people accountable for their actions.

Disagree	No opinion	Agree
1	2	3

R16

29. I have often played a key role in negotiating significant contracts or agreements.

Disagree	No opinion	Agree
1	2	3

R17

30. It's been said that I could sell ice to Eskimos.

Disagree	No opinion	Agree
1	2	3

R18

31. I am known for overcoming significant obstacles to reach goals.

Disagree	No opinion	Agree
1	2	3

R11

Fig.12I

SECTION THREE

32. I have often been recognized for my contributions to the disadvantaged.	<table border="1"> <tr> <td>Disagree</td> <td>No opinion</td> <td>Agree</td> </tr> <tr> <td>1</td> <td>2</td> <td>3</td> </tr> </table>	Disagree	No opinion	Agree	1	2	3	R19
Disagree	No opinion	Agree						
1	2	3						
33. I have been recognized for my ability to resolve conflict in the workplace.	<table border="1"> <tr> <td>Disagree</td> <td>No opinion</td> <td>Agree</td> </tr> <tr> <td>1</td> <td>2</td> <td>3</td> </tr> </table>	Disagree	No opinion	Agree	1	2	3	R4
Disagree	No opinion	Agree						
1	2	3						
34 Others consider me a resource for knowledge.	<table border="1"> <tr> <td>Disagree</td> <td>No opinion</td> <td>Agree</td> </tr> <tr> <td>1</td> <td>2</td> <td>3</td> </tr> </table>	Disagree	No opinion	Agree	1	2	3	R20
Disagree	No opinion	Agree						
1	2	3						
35. My ability to get along with people has been a key to my greatest accomplishments	<table border="1"> <tr> <td>Disagree</td> <td>No opinion</td> <td>Agree</td> </tr> <tr> <td>1</td> <td>2</td> <td>3</td> </tr> </table>	Disagree	No opinion	Agree	1	2	3	R5
Disagree	No opinion	Agree						
1	2	3						
36. I have a reputation for using a disciplined approach to collecting and analyzing data to define, diagnose and resolve problems.	<table border="1"> <tr> <td>Disagree</td> <td>No opinion</td> <td>Agree</td> </tr> <tr> <td>1</td> <td>2</td> <td>3</td> </tr> </table>	Disagree	No opinion	Agree	1	2	3	R6
Disagree	No opinion	Agree						
1	2	3						
37. I have a history of championing futuristic ideas when others predicted failure.	<table border="1"> <tr> <td>Disagree</td> <td>No opinion</td> <td>Agree</td> </tr> <tr> <td>1</td> <td>2</td> <td>3</td> </tr> </table>	Disagree	No opinion	Agree	1	2	3	R21
Disagree	No opinion	Agree						
1	2	3						
38. I am known for acknowledging the contributions of every member of the team.	<table border="1"> <tr> <td>Disagree</td> <td>No opinion</td> <td>Agree</td> </tr> <tr> <td>1</td> <td>2</td> <td>3</td> </tr> </table>	Disagree	No opinion	Agree	1	2	3	R3
Disagree	No opinion	Agree						
1	2	3						
39. Even outside of work, I am frequently asked to take a leadership role.	<table border="1"> <tr> <td>Disagree</td> <td>No opinion</td> <td>Agree</td> </tr> <tr> <td>1</td> <td>2</td> <td>3</td> </tr> </table>	Disagree	No opinion	Agree	1	2	3	R1
Disagree	No opinion	Agree						
1	2	3						
40. I am known for my ability to calm people who are emotionally upset.	<table border="1"> <tr> <td>Disagree</td> <td>No opinion</td> <td>Agree</td> </tr> <tr> <td>1</td> <td>2</td> <td>3</td> </tr> </table>	Disagree	No opinion	Agree	1	2	3	R4
Disagree	No opinion	Agree						
1	2	3						
41. I have often been acknowledged for my role in training and/or developing others.	<table border="1"> <tr> <td>Disagree</td> <td>No opinion</td> <td>Agree</td> </tr> <tr> <td>1</td> <td>2</td> <td>3</td> </tr> </table>	Disagree	No opinion	Agree	1	2	3	R2
Disagree	No opinion	Agree						
1	2	3						
42. I have often been recognized for coming up with new ideas, methods or processes that improved results.	<table border="1"> <tr> <td>Disagree</td> <td>No opinion</td> <td>Agree</td> </tr> <tr> <td>1</td> <td>2</td> <td>3</td> </tr> </table>	Disagree	No opinion	Agree	1	2	3	R7
Disagree	No opinion	Agree						
1	2	3						

Fig.12J

SECTION THREE

43. I have often been recognized for doing a good job of editing other people's writing.

Disagree	No opinion	Agree
1	2	3

R8

44. I am known for standing up for customers.

Disagree	No opinion	Agree
1	2	3

R9

45. I have often been acknowledged for my ability to adapt quickly to changes.

Disagree	No opinion	Agree
1	2	3

R10

46. I have a reputation for always being prepared.

Disagree	No opinion	Agree
1	2	3

R12

47. I have often been recognized for my ability to maintain my composure in emotionally charged situations.

Disagree	No opinion	Agree
1	2	3

R23

48. I have often been recognized for my ability to make good decisions under pressure.

Disagree	No opinion	Agree
1	2	3

R22

49. People will verify that I rarely, if ever, attempt to resolve a problem without a disciplined approach to gathering and analyzing the appropriate data first.

Disagree	No opinion	Agree
1	2	3

R6

50. I have often been recognized for my ability to manage my time and priorities well.

Disagree	No opinion	Agree
1	2	3

R23

Fig.12K

§2																								
Competency #	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	
R	2	2	2	3	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	
K	2	1	1	1	2	1	2	1	1	2	1	1	1	1	1		2	2	2	1	2	2	2	
P		1	1			1		1	1		1	1	1	1	1	2				1				

Fig. 13

PERSONAL COMPETENCY INVENTORY

A REPORT ON

John Doe
Candidate for Position of
Sales Representative

December 22, 1999

Fig. 14A

CANDIDATE STRENGTHS

The information in this report is based solely on the analysis of the candidate's responses to the PERSONAL COMPETENCY INVENTORY (PCI) questionnaire. Candidates are instructed to respond to the PCI questionnaire as honestly as possible to ensure a suitable fit between their strengths and position requirements.

The following competencies are listed in order of the candidate's strengths. It is highly recommended that hiring authorities confirm the candidate's competency strengths during screening and selection interviews. Sample interview questions are provided in the CPP report. For additional assistance in designing and implementing selection, performance management and succession planning processes please contact "<http://www.dnaskills.com>"

1. Self Management
2. Decision Making
3. Futuristic Thinking
4. Continuous Learning
5. Empathy
6. Persuasion
7. Negotiation
8. Management
9. Presenting
10. Personal Effectiveness
11. Diplomacy
12. Planning/Organizing
13. Goal Orientation
14. Flexibility
15. Customer Service
16. Written Communication
17. Creativity/Innovation
18. Problem Solving
19. Interpersonal Skills
20. Conflict Management
21. Teamwork
22. Employee Development/Coaching
23. Leadership

Fig.14B

Competency DNA Discovery 360 Feedback

Subject: Joan Lark

Reference Number: 491

Self

Please take a few minutes to complete this survey about your day-to-day practices.

As you complete this survey, please remember:

You will be asked to answer TWO QUESTIONS for each of the behaviors:

“How often does it occur?” - You should indicate how often you perform the behavior now.

“How often should it occur?” - You should indicate how often you should perform the behavior.

Be sure to answer BOTH QUESTIONS for each practice.

There are no “Right” or “Wrong” answers. Just try to be fair and honest.

RETURN BY

1/6/2000

Please complete this survey based upon your interactions with others.

PERFORMANCE: How often do you...

EXPECTATIONS: How often should you...

Choose ONE in EACH Column	
PERFORMANCE	EXPECTATIONS
	<div style="display: flex; justify-content: space-around; font-size: small;"> Almost Never Sometimes Generally Almost Always Always </div>
1. Demonstrate loyalty to constituents.....	<div style="display: flex; justify-content: space-around;"> <div><input checked="" type="checkbox"/></div> <div><input type="checkbox"/></div> <div><input checked="" type="checkbox"/></div> <div><input type="checkbox"/></div> <div><input checked="" type="checkbox"/></div> </div>
2. Obtain commitment from others to a vision or mission.....	<div style="display: flex; justify-content: space-around;"> <div><input checked="" type="checkbox"/></div> <div><input type="checkbox"/></div> <div><input checked="" type="checkbox"/></div> <div><input type="checkbox"/></div> <div><input checked="" type="checkbox"/></div> </div>
3. Inspire and lead others to achieve results.....	<div style="display: flex; justify-content: space-around;"> <div><input checked="" type="checkbox"/></div> <div><input type="checkbox"/></div> <div><input checked="" type="checkbox"/></div> <div><input type="checkbox"/></div> <div><input checked="" type="checkbox"/></div> </div>
4. Involve others in decisions which affect them.....	<div style="display: flex; justify-content: space-around;"> <div><input checked="" type="checkbox"/></div> <div><input type="checkbox"/></div> <div><input checked="" type="checkbox"/></div> <div><input type="checkbox"/></div> <div><input checked="" type="checkbox"/></div> </div>
5. Inspire loyalty and the willingness to take risks.....	<div style="display: flex; justify-content: space-around;"> <div><input checked="" type="checkbox"/></div> <div><input type="checkbox"/></div> <div><input checked="" type="checkbox"/></div> <div><input type="checkbox"/></div> <div><input checked="" type="checkbox"/></div> </div>
6. Identify and address issues limiting team effectiveness.....	<div style="display: flex; justify-content: space-around;"> <div><input checked="" type="checkbox"/></div> <div><input type="checkbox"/></div> <div><input checked="" type="checkbox"/></div> <div><input type="checkbox"/></div> <div><input checked="" type="checkbox"/></div> </div>
7. Contribute to team effectiveness.....	<div style="display: flex; justify-content: space-around;"> <div><input checked="" type="checkbox"/></div> <div><input type="checkbox"/></div> <div><input checked="" type="checkbox"/></div> <div><input type="checkbox"/></div> <div><input checked="" type="checkbox"/></div> </div>
8. Follow through on team commitments and responsibilities.....	<div style="display: flex; justify-content: space-around;"> <div><input checked="" type="checkbox"/></div> <div><input type="checkbox"/></div> <div><input checked="" type="checkbox"/></div> <div><input type="checkbox"/></div> <div><input checked="" type="checkbox"/></div> </div>
9. Demonstrate loyalty to team members.....	<div style="display: flex; justify-content: space-around;"> <div><input checked="" type="checkbox"/></div> <div><input type="checkbox"/></div> <div><input checked="" type="checkbox"/></div> <div><input type="checkbox"/></div> <div><input checked="" type="checkbox"/></div> </div>
10. Make team goals and objectives a priority.....	<div style="display: flex; justify-content: space-around;"> <div><input checked="" type="checkbox"/></div> <div><input type="checkbox"/></div> <div><input checked="" type="checkbox"/></div> <div><input type="checkbox"/></div> <div><input checked="" type="checkbox"/></div> </div>
11. Utilize logical systems and methodologies to diagnose and define problems...	<div style="display: flex; justify-content: space-around;"> <div><input checked="" type="checkbox"/></div> <div><input type="checkbox"/></div> <div><input checked="" type="checkbox"/></div> <div><input type="checkbox"/></div> <div><input checked="" type="checkbox"/></div> </div>
12. Anticipate barriers and/or problems.....	<div style="display: flex; justify-content: space-around;"> <div><input checked="" type="checkbox"/></div> <div><input type="checkbox"/></div> <div><input checked="" type="checkbox"/></div> <div><input type="checkbox"/></div> <div><input checked="" type="checkbox"/></div> </div>
13. Select best solution based on analysis of data.....	<div style="display: flex; justify-content: space-around;"> <div><input checked="" type="checkbox"/></div> <div><input type="checkbox"/></div> <div><input checked="" type="checkbox"/></div> <div><input type="checkbox"/></div> <div><input checked="" type="checkbox"/></div> </div>
14. Gather and evaluate all relevant input before selecting optimum solutions to problems.....	<div style="display: flex; justify-content: space-around;"> <div><input checked="" type="checkbox"/></div> <div><input type="checkbox"/></div> <div><input checked="" type="checkbox"/></div> <div><input type="checkbox"/></div> <div><input checked="" type="checkbox"/></div> </div>
15. Objectively analyze data to determine cause, scope and impact of problems.....	<div style="display: flex; justify-content: space-around;"> <div><input checked="" type="checkbox"/></div> <div><input type="checkbox"/></div> <div><input checked="" type="checkbox"/></div> <div><input type="checkbox"/></div> <div><input checked="" type="checkbox"/></div> </div>
	<div style="display: flex; justify-content: space-around; font-size: small;"> Almost Never Sometimes Generally Almost Always Always </div>
	<div style="display: flex; justify-content: space-around;"> <div><input checked="" type="checkbox"/></div> <div><input type="checkbox"/></div> <div><input checked="" type="checkbox"/></div> <div><input type="checkbox"/></div> <div><input checked="" type="checkbox"/></div> </div>
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Competency DNA Discovery 360 Feedback

Subject: Joan Lark

Reference Number: 493

Boss

Please take a few minutes to complete this **CONFIDENTIAL SURVEY** about the day-to-day practices of the person whose name is listed above. Unless you are the immediate supervisor of this person, your responses will be combined with the responses of others and not individually identified.

As you complete this survey, please remember:

You will be asked to answer **TWO QUESTIONS** for each of the practices:

"How often does it occur?" - Indicate how often you believe the practice occurs **NOW**.

"How often should it occur?" - Indicate how often you **EXPECT** or believe the practice should occur.

Be sure to answer **BOTH QUESTIONS** for each practice.

There are no "Right" or "Wrong" answers. Just try to be fair and honest.

SKIP ANY PRACTICE you have not observed or about which you can't make a judgment.

RETURN BY

1/6/2000

Please complete each question based upon your observations and interactions with this person.

Choose ONE in EACH Column

PERFORMANCE EXPECTATIONS

PERFORMANCE: How often does this person...

EXPECTATIONS: How often should this person...

	Almost Never	Sometimes	Generally	Almost Always	Always	Almost Never	Sometimes	Generally	Almost Always	Always
1. Demonstrate loyalty to constituents.....	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2. Obtain commitment from others to a vision or mission.....	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3. Inspire and lead others to achieve results.....	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4. Involve others in decisions which affect them.....	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5. Inspire loyalty and the willingness to take risks.....	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6. Identify and address issues limiting team effectiveness.....	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
7. Contribute to team effectiveness.....	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
8. Follow through on team commitments and responsibilities...	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
9. Demonstrate loyalty to team members.....	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
10. Make team goals and objectives a priority.....	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
11. Utilize logical systems and methodologies to diagnose and define problems...	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
12. Anticipate barriers and/or problems.....	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
13. Select best solution based on analysis of data.....	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
14. Gather and evaluate all relevant input before selecting optimum solutions to problems.....	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
15. Objectively analyze data to determine cause, scope and impact of problems.....	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

PERFORMANCE EXPECTATIONS

COMPLETE BOTH COLUMNS

Fig.16

Competency DNA Discovery 360 Feedback

Subject: Joan Lark

Reference Number: 495

Team

Please take a few minutes to complete this **CONFIDENTIAL SURVEY** about the day-to-day practices of the person whose name is listed above. Unless you are the immediate supervisor of this person, your responses will be combined with the responses of others and not individually identified.

As you complete this survey, please remember:

You will be asked to answer **TWO QUESTIONS** for each of the practices:

"How often does it occur?" - Indicate how often you believe the practice occurs **NOW**.

"How often should it occur?" - Indicate how often you **EXPECT** or believe the practice should occur.

Be sure to answer **BOTH QUESTIONS** for each practice.

There are no "Right" or "Wrong" answers. Just try to be fair and honest.

SKIP ANY PRACTICE you have not observed or about which you can't make a judgment.

RETURN BY
1/6/2000

Please complete each question based upon your observations and interactions with this person.

Choose ONE in EACH Column

PERFORMANCE EXPECTATIONS

PERFORMANCE: How often does this person...

EXPECTATIONS: How often should this person...

	Almost Never	Sometimes	Generally	Almost Always	Always	Almost Never	Sometimes	Generally	Almost Always	Always
1. Demonstrate loyalty to constituents.....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2. Obtain commitment from others to a vision or mission.....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3. Inspire and lead others to achieve results.....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4. Involve others in decisions which affect them.....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5. Inspire loyalty and the willingness to take risks.....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6. Identify and address issues limiting team effectiveness.....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
7. Contribute to team effectiveness.....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
8. Follow through on team commitments and responsibilities...	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
9. Demonstrate loyalty to team members.....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
10. Make team goals and objectives a priority.....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
11. Utilize logical systems and methodologies to diagnose and define problems...	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
12. Anticipate barriers and/or problems.....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
13. Select best solution based on analysis of data.....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
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15. Objectively analyze data to determine cause, scope and impact of problems.....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

PERFORMANCE EXPECTATIONS
COMPLETE BOTH COLUMNS

Fig.17

BEHAVIORAL FEEDBACK

Competency DNA Discovery 360

Target Training International

Joan Lark

Thursday, December 23, 1999

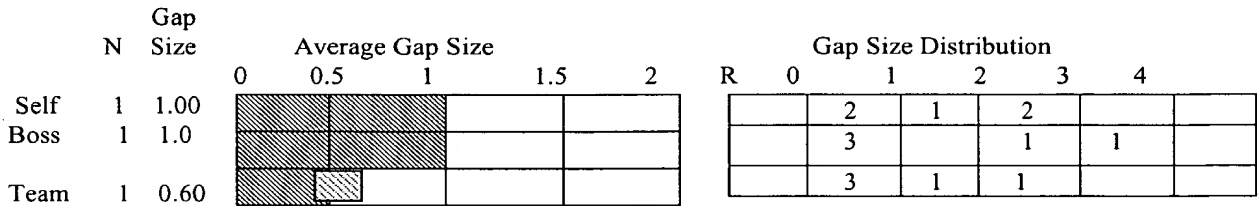
Discovery 360° Feedback™

Fig.18A

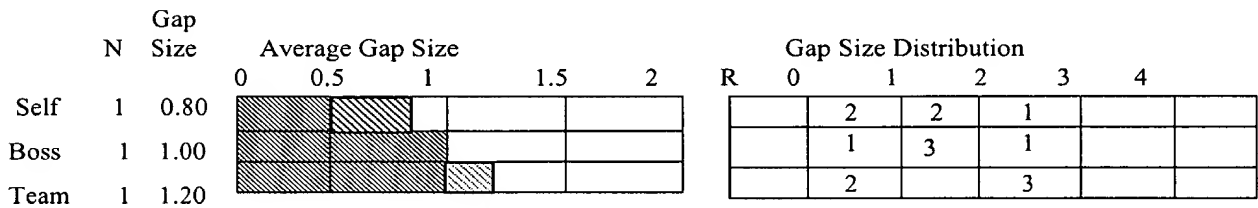
CATEGORY FEEDBACK

December 23, 1999 Competency DNA Discovery 360 Joan Lark
CATEGORY REPORT

Leadership



Teamwork



Problem Solving

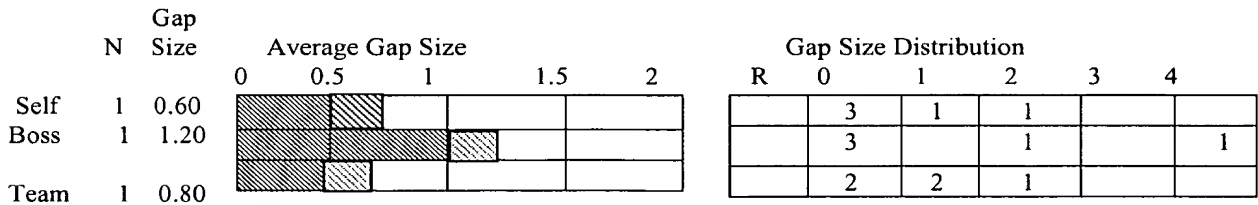


Fig.18B

INDIVIDUAL FEEDBACK

December 23, 1999

Competency DNA Discovery 360

Joan Lark

INDIVIDUAL PRACTICES REPORT

How often does this person.....

	N	Gap Size	Average Gap Size	R	Gap Size Distribution
			0 0.5 1 1.5 2		0 1 2 3 4
1) Demonstrate Loyalty to Constituents	Self 1 2.00 Boss 1 0.00 Team 1 0.00				
2) Obtain Commitment From others to a Vision or mission	Self 1 2.00 Boss 1 0.00 Team 1 1.00				
3) Inspire and lead others to achieve Results	Self 1 0.00 Boss 1 3.00 Team 1 2.00				
4) Involve others in decisions which Affect them	Self 1 0.00 Boss 1 2.00 Team 1 0.00				
5) Inspire loyalty and the willingness to take risks	Self 1 1.00 Boss 1 0.00 Team 1 0.00				
6) Identify and address issues limiting team effectiveness	Self 1 1.00 Boss 1 1.00 Team 1 2.00				
7) Contribute to team effectiveness	Self 1 0.00 Boss 1 2.00 Team 1 0.00				
8) Follow through on team commitments and responsibilities	Self 1 0.00 Boss 1 1.00 Team 1 2.00				
9) Demonstrate loyalty to team members	Self 1 2.00 Boss 1 1.00 Team 1 2.00				

Fig.18C

INDIVIDUAL FEEDBACK												
December 23, 1999			Competency DNA Discovery 360				Joan Lark					
INDIVIDUAL PRACTICES REPORT												
How often does this person.....												
	N	Gap Size	Average Gap Size				R	Gap Size Distribution				
			0	0.5	1	1.5	2	0	1	2	3	4
10) Make team goals and objectives a priority	Self	1	1.00							1		
	Boss	1	0.00						1			
	Team	1	0.00						1			
	N	Gap Size	Average Gap Size				R	Gap Size Distribution				
			0	0.5	1	1.5	2	0	1	2	3	4
11) Utilize logical systems and methodologies to diagnose and define problems	Self	1	0.00						1			
	Boss	1	0.00						1			
	Team	1	1.00							1		
	N	Gap Size	Average Gap Size				R	Gap Size Distribution				
			0	0.5	1	1.5	2	0	1	2	3	4
12) Anticipate barriers and/or problems	Self	1	2.00								1	
	Boss	1	2.00								1	
	Team	1	1.00							1		
	N	Gap Size	Average Gap Size				R	Gap Size Distribution				
			0	0.5	1	1.5	2	0	1	2	3	4
13) Select best solution based on analysis of data	Self	1	1.00							1		
	Boss	1	4.00									1
	Team	1	0.00						1			
	N	Gap Size	Average Gap Size				R	Gap Size Distribution				
			0	0.5	1	1.5	2	0	1	2	3	4
14) Gather and Evaluate all relevant input before selecting optimum solutions to problems	Self	1	0.00						1			
	Boss	1	0.00						1			
	Team	1	2.00								1	
	N	Gap Size	Average Gap Size				R	Gap Size Distribution				
			0	0.5	1	1.5	2	0	1	2	3	4
15) Objectively analyze data to determine cause, scope and impact of problems	Self	1	0.00							1		
	Boss	1	0.00							1		
	Team	1	0.00							1		

Fig.18D

OVERVIEW FEEDBACK

December 23, 1999

Competency DNA Discovery 360

Joan Lark

OVERVIEW REPORT

STRENGTHS/BOSS

The following are your Strengths. These practices have the smallest average gap size. Continue performing these in the manner you are performing them.

Practice	Gap size
1) Demonstrate loyalty to constituents.....	0.00
2) Obtain commitment from others to a vision or mission.....	0.00
5) Inspire loyalty and the willingness to take risks.....	0.00
10) Make team goals and objectives a priority.....	0.00
11) Utilize logical systems and methodologies to diagnose and define problems.....	0.00

POSSIBLE DEVELOPMENTAL NEEDS/BOSS

The following are your Developmental Needs. These practices have the largest average gap sizes.

Practice	Gap Size
13) Select best solution based on analysis of data.....	4.00 Check
3) Inspire and lead others to achieve results.....	3.00 Check
12) Anticipate barriers and/or problems.....	2.00
7) Contribute to team effectiveness.....	2.00
4) Involve others in decision which affect them.....	2.00

Examine each of these practices to see how many people answered each question. Also examine the Gap Distribution data to locate the degree of change desired by the majority.

Select priorities to develop by considering the importance of the practice and your ability to make the changes people desire.

Fig.18E

OVERVIEW FEEDBACK

December 23, 1999

Competency DNA Discovery 360

Joan Lark

OVERVIEW REPORT

STRENGTHS/TEAM

The following are your Strengths. These practices have the smallest average gap size. Continue performing these in the manner you are performing them.

Practice	Gap size
1) Demonstrate loyalty to constituents.....	0.00
4) Involve others in decisions which affect them.....	0.00
5) Inspire loyalty and the willingness to take risks.....	0.00
7) Contribute to team effectiveness.....	0.00
10) Make team goals and objectives a priority.....	0.00

POSSIBLE DEVELOPMENTAL NEEDS/TEAM

The following are your developmental needs. These practices have the largest average gap sizes.

Practice	Gap Size
14) Gather and evaluate all relevant input before selecting optimum solutions to problems.....	2.00
9) Demonstrate loyalty to team members.....	2.00
8) Follow through on team commitments and responsibilities.....	2.00
6) Identify and address issues limiting team effectiveness.....	2.00
3) Inspire and lead others to achieve results.....	2.00

Examine each of these practices to see how many people answered each question. Also examine the Gap Distribution data to locate the degree of change desired by the majority.

Select priorities to develop by considering the importance of the practice and your ability to make the changes people desire.

Fig.18F

FEEDBACK REPORT

December 23, 1999 Competency DNA Discovery 360 Joan Lark
SUMMARY REPORT

RESPONSES FROM BOSS

The following list displays the practices on the survey for this group arranged by Average Gap Size.

Practice	Gap Size
1) Demonstrate loyalty to constituents.....	0.00
2) Obtain commitment from others to a vision or mission.....	0.00
5) Inspire loyalty and the willingness to take risks.....	0.00
10) Make team goals and objectives a priority.....	0.00
11) Utilize logical systems and methodologies to diagnose and define problems.....	0.00
14) Gather and evaluate all relevant input before selecting optimum solutions to problems.....	
15) Objectively analyze data to determine cause, scope and impact of problems.....	0.00
6) Identify and address issues limiting team effectiveness.....	1.00
8) Follow through on team commitments and responsibilities.....	1.00
9) Demonstrate loyalty to team members.....	1.00
4) Involve others in decisions which affect them.....	2.00
7) Contribute to team effectiveness.....	2.00
12) Anticipate barriers and/or problems.....	2.00
3) Inspire and lead others to achieve results.....	3.00 Check
13) Select best solution based on analysis of data.....	4.00 Check

FIG.18G

FEEDBACK REPORT

December 23, 1999

Competency DNA Discovery 360

Joan Lark

SUMMARY REPORT

RESPONSES FROM TEAM

The following list displays the practices on the survey for this group arranged by Average Gap Size.

Practice	Gap Size
1) Demonstrate loyalty to constituents.....	0.00
4) Involve others in decisions which affect them.....	0.00
5) Inspire loyalty and the willingness to take risks.....	0.00
7) Contribute to team effectiveness.....	0.00
10) Make team goals and objectives a priority.....	0.00
13) Select best solution based on analysis of data.....	0.00
15) Objectively analyze data to determine cause, scope and impact of problems.....	0.00
2) Obtain commitment from others to a vision or mission.....	1.00
11) Utilize logical systems and methodologies to diagnose and define problems.....	1.00
12) Anticipate barriers and /or problems.....	1.00
3) Inspire and lead others to achieve results.....	2.00
6) Identify and address issues limiting team effectiveness.....	2.00
8) Follow through on team commitments and responsibilities.....	2.00
9) Demonstrate loyalty to team members.....	2.00
14) Gather and evaluate all relevant input before selecting optimum solutions to problems.....	2.00

FIG.18H

FEEDBACK REPORT

December 23, 1999

Competency DNA Discovery 360

Joan Lark

SUMMARY REPORT

For the practices with the largest Gap Sizes, examine each practice to see how many people completed the surveys and the degree of change desired by the majority.

In selecting priorities for development, also consider the importance of the practices, and your ability to make the changes people desire.

FIG.18I

BEHAVIORAL FEEDBACK

Competency DNA Discovery 360

Target Training International

Joan Lark

Thursday, December 23, 1999

Discovery 360° Feedback™

FIG. 19A

BEHAVIORAL FEEDBACK

December 23, 1999

Competency DNA Discovery 360

Joan Lark

COMPARATIVE REPORT

Current Data: 6/14/2000

Previous Data: 12/23/1999

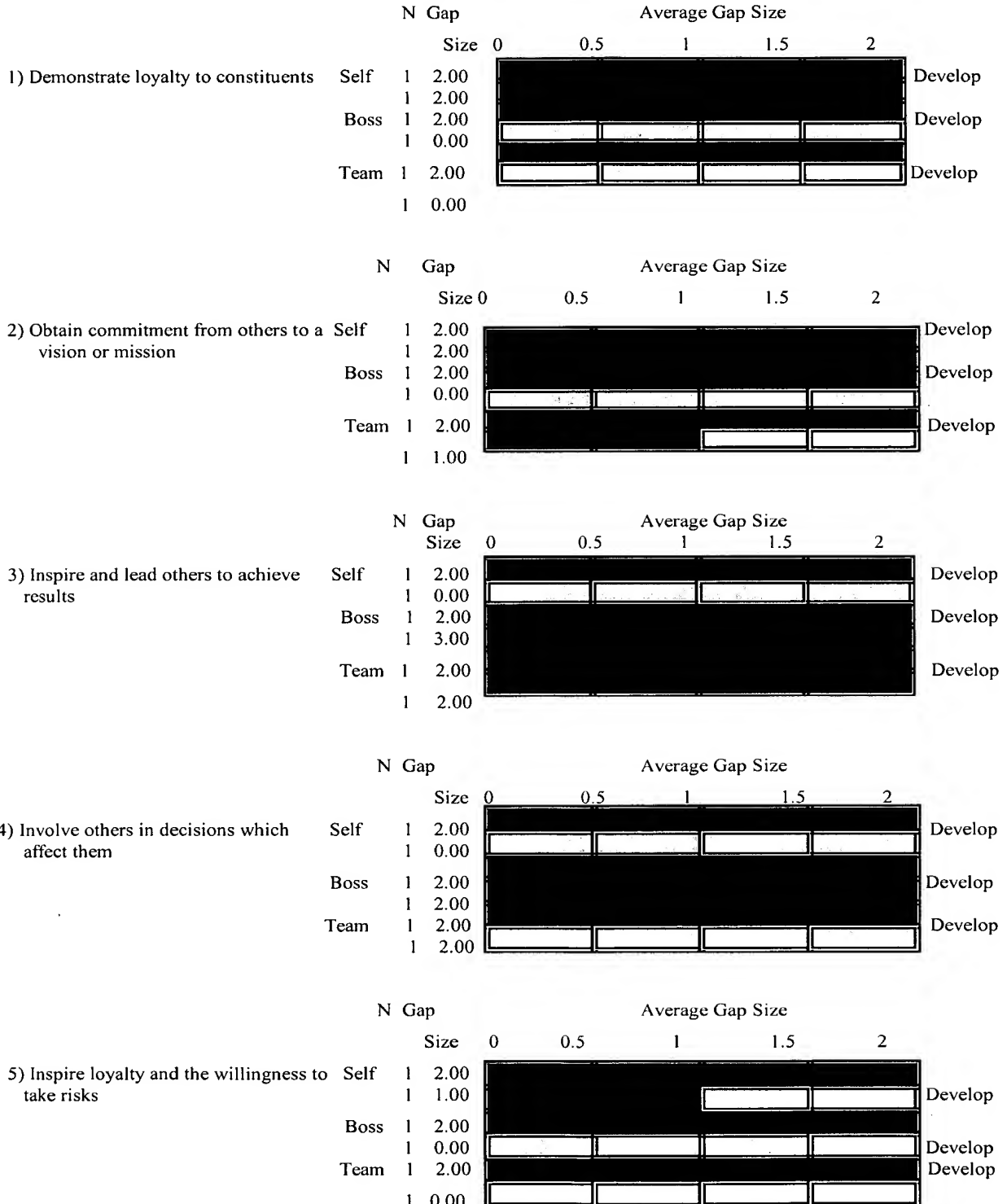


FIG.19B

BEHAVIORAL FEEDBACK

December 23, 1999

Competency DNA Discovery 360

Joan Lark

COMPARATIVE REPORT

Current Data: 6/14/2000

Previous Data: 12/23/1999

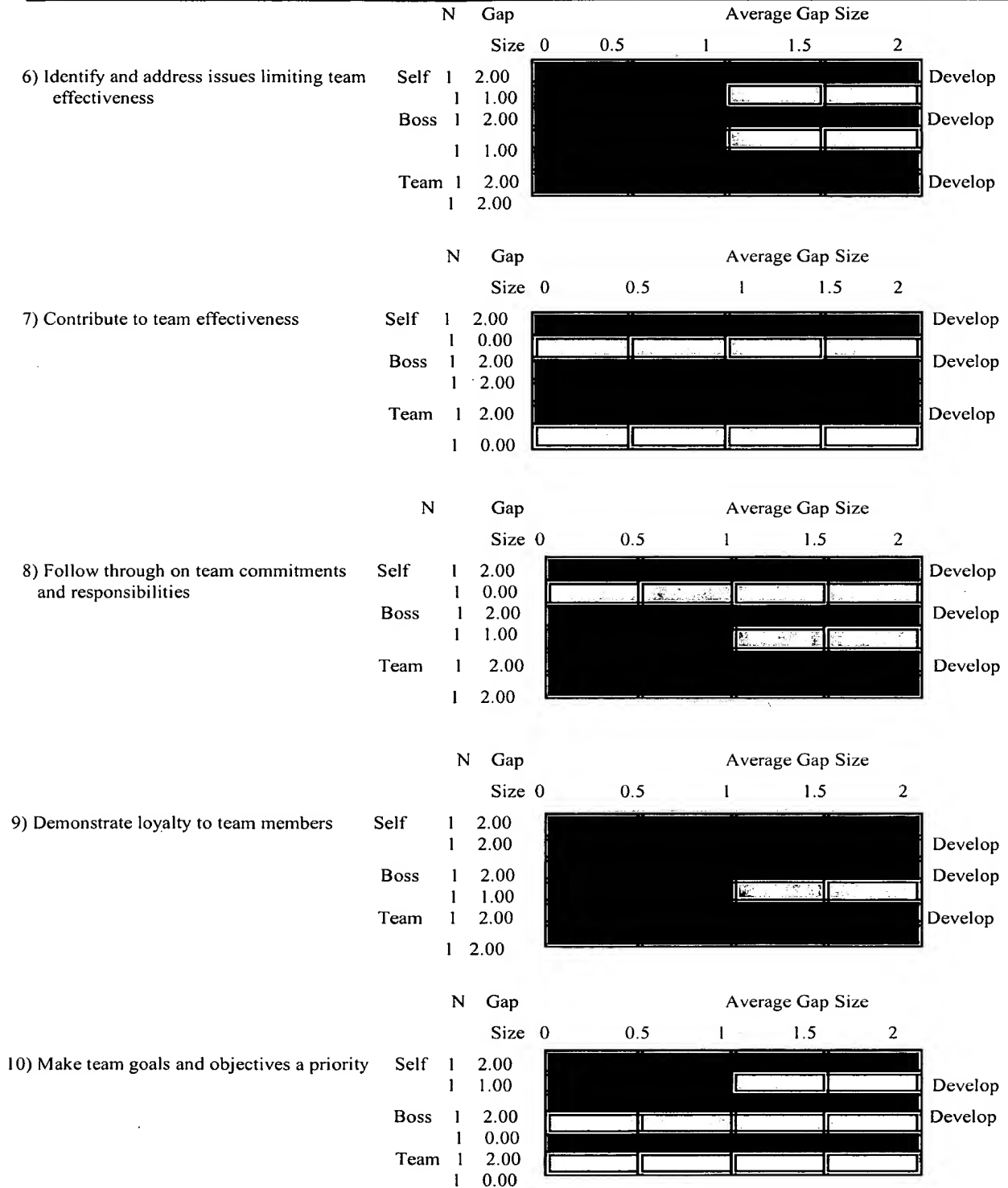


FIG.19C

BEHAVIORAL FEEDBACK

December 23, 1999 Competency DNA Discovery 360 Joan Lark

COMPARATIVE REPORT

Current Data: 6/14/2000

Previous Data: 12/23/1999

		N	Gap	Average Gap Size				
		Size	0	0.5	1	1.5	2	
11) Utilize logical systems and methodologies to diagnose and define problems	Self	1	2.00					Develop
		1	0.00					
	Boss	1	2.00					Develop
		1	0.00					
	Team	1	2.00					Develop
		1	1.00					
		N	Gap	Average Gap Size				
		Size	0	0.5	1	1.5	2	
12) Anticipate barriers and/or problems	Self	1	2.00					Develop
		1	2.00					
	Boss	1	2.00					Develop
		1	2.00					
	Team	1	2.00					Develop
		1	1.00					
		N	Gap	Average Gap Size				
		Size	0	0.5	1	1.5	2	
13) Select best solution based on analysis of data	Self	1	2.00					Develop
		1	1.00					
	Boss	1	2.00					Develop
		1	4.00					
	Team	1	2.00					
		1	0.00					
		N	Gap	Average Gap Size				
		Size	0	0.5	1	1.5	2	
14) Gather and evaluate all relevant input before selecting optimum solutions to problems	Self	1	2.00					Develop
		1	0.00					
	Boss	1	2.00					Develop
		1	0.00					
	Team	1	2.00					Develop
		1	2.00					
		N	Gap	Average Gap Size				
		Size	0	0.5	1	1.5	2	
15) Objectively analyze data to determine cause, scope and impact of problems	Self	1	2.00					Develop
		1	0.00					
	Boss	1	2.00					Develop
		1	0.00					
	Team	1	2.00					Develop
		1	0.00					

FIG.19D

Sample (completed)
Structured Interview Candidate Record
Position: Office Manager **Candidate: John Doe**

Top 5
 Competencies
 from DNA
 Report

Weight = How important a competency is in relation to other competencies.
Rating = How a candidate scores on demonstrated examples of a competency.
W x R = The Weight of the competency multiplied by the candidate's Rating

Competency/ Selection Criteria	Weight 5-1	Rating 5-1	Score W x R	Reason for Rating
Leadership/Management	5	2	10	His only example of achieving results through others was the Boy Scout Fundraiser.
Goal Orientation	4	3	12	Put himself through college. His drive to get the new product launched despite obstacles demonstrated a fair amount of goal orientation.
Teamwork	3	3	9	Working with four departments, he constantly spoke highly of his team's results. Defended team efforts when challenged.
Conflict Management	2	1	2	Wasn't able to describe his role in the conflict with his former boss. Asking HR to help him shows lack of competency.
Continuous Learning	1	2	2	His outside reading, participation in association conferences and his incorporation of concepts he learned demonstrates competency in continuous learning.
<div> <div>Weight of the Competency 5=most important 1=least important</div> <div>Rating of the candidate's answers to the competency questions. 5=Excellent 1=Poor</div> <div>Weight X Rating = Total score per competency</div> <div>Notes on candidate's responses to the interview questions.</div> </div>				
Total Score			35	Total score for the candidate

FIG. 20A

Sample (Completed)	
Structured Interview Candidate Record	
Position: Office Manager	Candidate: Jane Smith

<p><u>Weight</u> = How important a competency is in relation to other competencies.</p> <p><u>Rating</u> = How a candidate scores on demonstrated examples of a competency.</p> <p><u>W x R</u> = The Weight of the competency multiplied by the candidate's Rating</p>

Competency/ Selection Criteria	Weight 5-1	Rating 5-1	Score W x R	Reason for Rating
Leadership/Management	5	4	20	Her turn around of the department with such low morale demonstrated a significant amount of leadership.
Goal Orientation	4	3	12	Her persistence in achieving her career goal with the organization despite its financial difficulties and her achievements in cost-cutting demonstrated competency in goal orientation.
Teamwork	3	3	9	Her work with each of the departments while they reorganized and her achievements with them in cost cutting projects demonstrated significant teamwork competency.
Conflict Management	2	2	4	Her role in resolving the dispute between the receptionist and the sales manager demonstrated an ability to mediate.
Continuous Learning	1	2	2	Her self-taught knowledge of software applications as well as her use of Community College resources demonstrated a competency in continuous learning.
Total Score			47	

Sample (completed)
Structured Interview Candidate Record
Position: Office Manager **Candidate: Len Wu**

Weight = How important a competency is in relation to other competencies.
Rating = How a candidate scores on demonstrated examples of a competency.
W x R = The Weight of the competency multiplied by the candidate's Rating

Competency/ Selection Criteria	Weight 5-1	Rating 5-1	Score W x R	Reason for Rating
Leadership/Management	5	3	15	His story about how he motivated the team to go further than their project scope demonstrated a fair amount of leadership.
Goal Orientation	4	4	16	His tenacity in getting his green card and starting a small business to support himself demonstrates a significant amount of goal orientation.
Teamwork	3	3	9	His story about helping the team get back on track after their failed project demonstrated a high level of team work competency.
Conflict Management	2	3	6	Len's role in resolving his conflict with his boss showed a high degree of conflict management competency.
Continuous Learning	1	2	2	Len's independent correspondence coursework in contract law demonstrates a high degree of learning competency.
Total Score			48	

Sample Structured Interview Candidate Comparison

Competency/ Selection Criteria	Leadership/ Management ↑	Goal Orientation ↑	Teamwork ↑	Conflict Management ↑	Continuous Learning ↑	Top 5 Competencies from DNA Report				
	W x R	W x R	W x R	W x R	W x R					
Weight x Rating (W x R)										
Candidates										Total Score
John Doe	10	12	9	2	2	Comparison of candidate's total scores				35
Jane Smith	20	12	9	4	2					47
Len Wu	15	16	9	6	2					48
	Comparison of each candidate's Individual competency score.									

FIG. 23